DOCUMENT RESUME

ED 079 437 UD 013 600

AUTHOR	Jayatilleke, Raja
TITLE	Human Relations in the Classroom. An Annotated Bibliography: Supplement 2. ERIC-IRCD Urban Disadvantated Series, Number 33, June 1973.
INSTITUTION	Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY	Institute on Man and Science, Rensselaerville, N. Y.
BUREAU NO	BR-9-0088
PUB DATE	Jun 73
GRANT	OEG-0-9-420088-2327
NOTE	76p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activism; African American Studies; *Annotated Bibliographies; Changing Attitudes; *Classroom Environment; Cross Cultural Training; *Cultural Factors; Curriculum Development; Ethnic Studies; *Human Relations; Identification (Psychological); Intergroup Relations; Interpersonal Relationship; Negro Attitudes; *Race Relations; Racial Attitudes; Self Concept; Social Influences; Student Attitudes; Student Teacher Relationship; Teacher Attitudes

ABSTRACT

The second annual supplement to the bibliography series on human relations in the classroom covers the calendar year 1972 for items announced inRIE and also for journal articles cited. All of the published books and reports and unpublished documents listed are accompanied by ED numbers; their availability is clarified by a separate availability statement in one of the introductory pages of the bibliography. Journal articles mentioned are cited as not being available from the ERIC system but as being available in local libraries. Citations for items in the ERIC system are followed in each instance by a suitably edited abstract. Journal article citations are followed by appropriate descriptors, and in very many cases by brief annotations. As in the previous bibliographies, citations were searched for in the monthly issues of RIE and CIJE for 1972, using some 30 descriptors encompassing such issues and concepts related to human relations in the classroom as: classroom environment, race relations, psychological identity, social influences, cultural differences, curriculum development, changing attitudes, Negro attitudes, racial recognition and attitudes, self concept and esteem, cross cultural training, ethnic and Afro-American studies, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, teacher education and training institutes, and activism and violence. (RJ)

ED 079437

ERIC/IRCD URBAN DISADVANTAGED SERIES

Number 33, June 1973

HUMAN RELATIONS IN THE CLASSROOM AN ANNOTATED BIBLIOGRAPHY: SUPPLEMENT 2

Raja Jayatilleke

ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

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Introduction

The second annual supplement to the first bibliography on human relations in the classroom,* this compilation covers the calendar year 1972 for items announced in Research in Education (RIE), and also for journal articles cited.

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As in the previous bibliographies, citations were searched for in the monthly issues of Research in Education and Current Index to Journals in Education published in the calendar year 1972, using some 30 descriptors (subject headings) from the Thesaurus of ERIC Descriptors. These descriptors encompass such issues and concepts related to human relations in the classroom as:

race relations	racial recognition and attitudes
psychological identity	self-concept and self-esteem
social influences	cross-cultural training
cultural differences	ethnic and Afro-American studies
curriculum development	intergroup and human relations
classroom environment	interpersonal and student-teacher relationships
changing attitudes	teacher behavior and attitudes
student attitudes	teacher education and training institutes
Negro attitudes	activism and violence

The index to this bibliography follows a similar grouping of subject headings to that of the first bibliography on human relations in the classroom. Such terms as racism, race relations, racial attitudes, racial recognition, and the like have been omitted since practically every document or article incorporates these concepts.

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* "Human Relations in the Classroom: An Annotated Bibliography." ERIC/IRCD Urban Disadvantaged Series, Number 22, June 1971 (ED 051 315).

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1. Aboud, Frances E. and Taylor, Donald M. Ethnic and Role Stereotypes: Their Relative Importance in Person Perception. Journal of Social Psychology, 85: 17-27, October 1971.

Behavioral Science Research, Ethnic Stereotypes, Role Perception, Ethnic Relations, Human Relations.

2. Adam, Ruth. Ethnic is Beautiful. New Society, 19(491): 384-385, February 24, 1972.

Ethnic Studies, Ethnic Relations, Social Integration, Ethnic Origins, Racism; focuses on a project which aims to use the school as a way of improving racial, religious, cultural, and ethnic relationships in the community, and which is conducted at three levels of education--elementary, junior high, and senior high.

3. Adelman, Howard S. and Feshbach, Seymour. An Experimental Program of In-Service Teacher Education in Disadvantaged Area Schools. Education, 92(1): 101-109, September-October 1971.

Inservice Teacher Education, Disadvantaged Environment, Teaching Models, Teacher Guidance, Experimental Programs.

4. Armas, Jose. Cultural Communications. March 1, 1972. 29p. Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., March 1, 1972. ED 064 998. (MF-$0.65; HC-$3.29).

It is too often taken for granted that the communication process with culturally different children takes place as readily as it might with children from Anglo cultures. Most teachers receive training in verbal and formal communication skills; children come to school with nonverbal and informal communication skills. This initially can create problems of communication breakdown. To complicate the situation, nonverbal messages that do not support verbal communication messages assure communication breakdown. This paper proposes cultural differences as the number one consideration for the school when it deals with children from different cultures and provides recommendations for teachers, curriculum, and community on effecting the change required to meet the educational needs of the culturally different child.

5. Ayllon, Teodoro. Behavior Modification in a Seventh Grade Classroom. 1970-71. Atlanta, Georgia, Atlanta Public Schools, October 1971. 43p. ED 059 978. (MF-$0.65; HC-$3.29).

Maintaining orderly behavior in the classroom has traditionally been one of the major problems of teachers. The three experiments described in this report were designed to discover whether behavior management procedures can effectively control the high levels of disruption manifested by older children, whether reducing the level of disruption will be effective in increasing the academic performance of the children, and, if not, whether a motivation system can be designed which will lead to significant academic output. The subjects were a class of 19 seventh-grade children in a low-income elementary school in Atlanta who had a reputation for extreme behavior problems. The first experiment sought to bring discipline problems under control by means of a token-point reinforcement system; the second experiment sought to manage discipline problems through social influence and group reinforcement; the third experiment sought to improve academic performance through reinforcement. Results demonstrated that 1) discipline problems can be virtually eliminated through the application of appropriate behavioral procedures and 2) reinforcement for academic performance can significantly increase the academic level of a classroom group. It appears that the more widely behavior management techniques are used, the more effective school programs will be.

6. Baca, Joseph Donald. A Comparative Study of Differences in Perception of Mexican American Students Between Anglo and Mexican American Secondary School Teachers in Dona Ana County (New Mexico). Las Cruces, New Mexico, New Mexico State University, July 1972. 131p. ED 065 218. (MF-$0.65; HC-$6.58).

The purpose of this study was to determine whether attitudes toward Mexican American students were associated with the ethnicity, age, and teaching experience of secondary school teachers in Dona Ana County, New Mexico. A 50 item cultural awareness questionnaire was used with a sample of 112 participants. The 6 significant factors studied were achievement, time orientation, acculturation, religiosity, family identification, and economic influences. The results of the study indicate a possible need to sensitize teachers of "culturally different" children. The study was concluded by a discussion of implications for the state legislature, the State Department of Education, local school boards, teachers, administrators, and teacher-training institutions. Also included were recommendations for the various educational agencies.

7. Banaka, William H., And Others. Training People in the Public Schools to Run Interracial Sensitivity Groups: A Graduate Program. 1971 Western Psychological Association Symposium. Portland, Oregon, Oregon State University and the University of Portland, April 21, 1971. 79p. Paper presented at the Western Psychological Association annual convention, San Francisco, California, April 21-24, 1971. ED 057 361. (MF-$0.65; HC-$3.29).

Six papers serve to provide an in-depth look at a psychology graduate program in which the clinical faculty and some graduate students and their wives assisted in the initial training of public school staff and students. The focus was on interracial conflicts. The first paper discusses the general goals for the graduate students, the school staff and student trainees, as well as week-end practicum participants. The overall design of the program is intended to provide graduate students with training in what can be called "community psychology," i.e., the establishment of educational roles with communities in an effort to reach more people in more fundamental ways. Three papers explore the impact on the various persons involved. Both positive and negative evaluations are included. The implications of the Interracial Sensitivity Program for graduate training in clinical psychology are elaborated. Powerful practitioner tools, relevant to contemporary social crises, are seen as a major outcome of such a program. A final paper concerns the interface between black youth and sensitivity groups, and suggests the need for a modified and more suitable technology.

8. Banks, James A. Teaching Ethnic Minority Studies With a Focus on Culture. Educational Leadership, 29(2): 113-117, November 1971.

Ethnic Studies, Cross Cultural Studies, Minority Groups.

9. Banks, James A., Ed. and Grambs, Jean Dresden, Ed. Black Self-Concept: Implications for Education and Social Science. 1972. 252p. ED 063 437. Available from McGraw-Hill Book Co., Inc., Princeton Road, Hightstown, New Jersey 08520; $5.95).

Contents of this book include: (1) biographical sketches of the contributors; (2) an introduction to the readings by James A. Banks and Jean Dresden Grambs; and, the following articles: (3) "The world through Mark's Eyes," Cynthia Shepard; (4) "Racial prejudice and the black self-concept," James A. Banks; (5) "Black youth and motivation," Alvin Poussaint and Carolyn Atkinson; (6) "Political socialization of blacks; implications for self and society," Bradbury Seasholes; (7) "Enhancing the black self-concept through literature," Nancy L. Arnez; (8) "Institutional racism: the crucible of black identity," Barbara A. Sizemore; and (9) "Negro self-concept reappraised," Jean Grambs.

10. Barron, Jose. Chicanos in the Community College. Junior College Journal, 42(9): 23-26, June-July 1972.

Junior Colleges, Mexican Americans, Ethnic Groups, Cultural Awareness, Student Needs; understanding the cultural distinctions and special learning needs of the Mexican American student contributes to effective teaching and counseling methods.

11. Baty, Roger M. Inservice Training of Teachers for Cultural Awareness: A Field Experiment. April 8, 1972. 14p. Paper presented at the meeting of the Society for Applied Anthropology and the Council on Anthropology and Education, Montreal, P. Q., Canada, April 8, 1972. ED 063 426. (MF-$0.65; HC-$3.29).

This paper reports an attempt at re-education for mono-cultural teachers conducted in the Palo Alto-San Jose area of Northern California in 1968-69. The program ultimately involved three elementary school districts and provided cultural awareness education for more than 90 teachers. In addition there were a number of administrators, special services personnel, as well as school board members who received the training. Potential participants were contacted during the summer. Using the information contained on the application form, the 113 responding teachers were matched according to years of teaching experience, previous contact with disadvantaged children, and school district. They were then randomly allocated to two courses, one which was to begin in September and the other in January. With few exceptions, the teachers were willing to take the course at the time determined. The program itself consisted of ten three-hour evening sessions held at a local school. Each session had three parts: lecture, question-and-answer period, and the discussion groups. The research design employed was a pretest-posttest control group design with replication. The winter group served as a control for the autumn group. The second training program also provided the opportunity for replication.

12. Baty, Roger M. Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U.S. Economic and Social Development Series. 1972. 147p. ED 066 545. (Available from Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003; $12.50).

This is a report of an action-research study, designed to determine the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers. The research developed two thrusts. One was to investigate the effects of exposure to the usual classroom situation on

teacher tolerance and teacher optimism. The other was to investigate the effects of exposure to an in-service training program, in addition to the usual classroom situation. The dependent variables--optimism about pupil, potential to achieve, and tolerance of minority self-assertiveness--were selected for their relevance to current inquiry in the broad area of preparing teachers to work more effectively with urban and suburban children. The goals of the in-service training program were to increase the teacher's understanding of the cultural background of the Mexican-American child, and to help the teacher find ways to increase the child's self-esteem. The goals would be accomplished, it was assumed, if teachers who participated became aware of their cultural blinders--their own assumptions--and became more concerned to learn about the cultural backgrounds of all their youngsters, not just Mexican Americans. The course consisted of ten three-hour evening sessions held in a local school. Each session had three parts: (1) Lecture; (2) Question-and-answer period, followed by a coffee break; and, (3) Discussion groups.

13. Baumrind, Diana. An Exploratory Study of Socialization Effects on Black Children: Some Black-White Comparisons. Child Development, 43(1): 261-267, March 1972.

Child Rearing, Negro Youth, Preschool Children, Authoritarianism, Parent Child Relationship; black families viewed by white norms appeared authoritarian; but unlike their counterparts, the most authoritarian of these families produced the most self-assertive and independent girls.

14. Bernstein, Martin E. and Di Vesta, Francis J. The Formation and Reversal of an Attitude as Functions of Assumed Self-Concept, Race, and Socioeconomic Class. Child Development, 42(5): 1417-1431, November 1971.

Attitudes, Bias, Self Concept, Racial Attitudes, Socioeconomic Influences.

15. Bierman, Ralph; And Others. Efficacy of Empathic Communication Training Groups for Inner City Preschool Teachers and Family Workers. Journal of Applied Behavioral Science, 8(2): 188-202, March-April 1972.

Preschool Teachers, Empathy, Teacher Education, Effective Teaching, Communication Skills.

16. Bizot, Richard. Black Literature and the Non-Black Teacher of Black Students. English Journal, 60(7): 889-895, October 1971.

Negro Literature, Teaching Methods, Student Teacher Relationship, African American Studies, English Instruction; suggests the teacher adopt a non-authoritarian role and not present himself as a spokesman for black literature. Stresses presentation of material at the level of student preparedness.

17. Boiarsky, Carolyn and Pedersen, Nelda. Youth Speaks Out About Teachers. Today's Education, 60(8): 44-46, November 1971.

Student Teacher Relationship, Student Attitudes, Teacher Role.

18. Braxton, Victoria Mary and Bullock, Charles S., III. Teacher Partiality in Desegregation. Integrated Education, 10(4): 42-46, July-August 1972.

Teacher Attitudes, Student Attitudes, Race Relations, Negroes, Caucasians; teacher and student expectations concerning whether teachers would treat students of the other race fairly were obtained through questionnaires administered to both groups in two rural Georgia counties. It was found that one year of desegregation had left white students and teachers more negative; changes in attitudes for blacks were in the opposite direction.

19. Brockmann, C. Thomas. Correlation of Social Class and Education on the Flathead Indian Reservation, Montana. Rocky Mountain Social Science Quarterly, 8(2): 11-17, October 1971.

Social Class, Education, American Indians, Socioeconomic Status, Educational Benefits.

20. Brodbelt, Samuel. Disguised Racism in Public Schools. Educational Leadership, 29(8): 699-702, May 1972.

Racism, Teacher Attitudes, Intelligence Tests, Ability Grouping, Urban Schools; public schools serve as examples of institutional racism which allows a cycle to come into effect: the institution says you are inferior, the individual is judged to be inferior, and the individual finally becomes inferior.

21. Brooks, Glenwood C., Jr. and Sedlacek, William E. Choice of Racial Referent as a Variable in Racial Attitude Measurement. College Park, Maryland, University of Maryland, Cultural Study Center, [1971]. 22p. ED 065 520. (MF-$0.65; HC-$3.29).

The same Situational Attitude Scale (SAS) social and personal situations and items used in Sedlacek and Brooks' (1970a,b) study were used in the current study. Four forms, neutral (A1), black (B1), white (A2) and Negro (B2) were administered to a sample (N=653) of prospective University of Maryland students attending a summer orientation program during a week selected at random. The results of this study closely paralleled the original study; i.e., whites generally respond more negatively to blacks in a situation than if race were not mentioned. The results also show that the subjects did not differentiate between no reference to race and mentioning white or between blacks and Negroes in situations.

22. Brown, Geoffrey and Johnson, Susan P. The Attributions of Behavioural Connotations to Shaded and White Figures by Caucasian Children. British Journal of Social and Clinical Psychology, 10(4): 306-312, December 1971.

Racial Attitudes, Race Relations, Racial Discrimination, Childhood Attitudes.

23. Brown, Jeannette A. And Others. Changing Culture Perceptions of Elementary School Teachers. ED Occasional Paper Number 9. Charlottesville, Va., University of Virginia, School of Education, April 1972. 31p. ED 066 537. (MF-$0.65; HC-$3.29).

The Portsmouth Project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children. A basic assumption of the program was that teachers will change their style of interacting with students in the classroom if they become more aware of their own behavior. Given an opportunity to examine their own teaching techniques and to form models of desired behavior, teachers will create more effective classroom learning climates for their charges. Not only will the training sessions be positively perceived by teachers, but the modified teacher behavior will have a positive impact on the pupils. The Portsmouth test situation, therefore was designed to provide teachers with such an opportunity to observe, discuss, and analyze themselves and others on video-tapes. The solution to eradicating disciplinary practices detrimental to learning seems to the authors to rest in providing teachers with systematic training in classroom management. The format of the training sessions was designed to provide teachers with these

opportunities through observation, discussion, and analysis of video tapes. Not only will the training sessions be positively perceived by teachers, but the sessions will also have a positive impact on the pupils.

24. Brown, Leander A., And Others. A Study of Cross-Cultural Groups at Malcolm Price Laboratory School, University of Northern Iowa. Cedar Falls, Iowa, University of Northern Iowa, March 1972. 34p. Paper presented at the American Personnel and Guidance Association convention, Chicago, Illinois, March 26-29, 1972. ED 061 537. (MF-$0.65; HC-$3.29).

A brief historyof the integration efforts of the school and the resulting interracial conflict is presented. From this background evolved the cross-cultural groups which are the focus of this paper. Essentially, discussion was used for exploring the issues which were identified as impediments to good relationships within the school: (1) too few black faculty and students; (2) the impact of "Tomism;" (3) geographic location of students' homes; (4) differing interests of black and white students; (5) the need for extra-school interracial contact; and (6) inhibitions, both social and parental, against interracial contact, especially dating. The results of a questionnaire, administered to 51 black and white students in the school, suggests the impact of the cross-cultural groups. While a number of negative aspects are revealed in the data, the authors focus on two positives: (1) the overwhelming enthusiasm of students to continue participating in the groups; and (2) principal and staff perceptions of an improved school environment.

25. Burden, Carol A. Consulting Techniques in Racially Integrated Elementary Schools. April 1972. 9p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 1972. ED 062 485. (MF-$0.65; HC-$3.29).

This study was done at one elementary school in Normandy, Missouri, where the behavior patterns of students in classrooms were changing as the black population increased and teachers were daily being confronted by situations they felt inadequate to cope with. The principal was willing to rank the teachers who were to be involved in the study on a continuum from "good" to "poor." The null hypotheses being tested by this study are: (1) there will be no significant differences in teacher attending behavior (defined as those variables they attend to) between those teachers identified by the principal as "good" and those identified as "poor"; and (2) there will be no significant differences in student behavior for those students in the classroom of teachers identified by the principal as "good" and those identified as "poor." The subject population consisted of students in six fourth grade

classrooms, 126 of whom were boys and 111 girls. Analysis of the data for "good" and "poor" teachers indicated no significant differences in the two groups. In this situation, the student behaviors in the classroom were not consistent with the principal's placement of the teacher.

26. Burger, Henry G. "Ethno-Lematics": Evoking "Shy" Spanish-American Pupils by Cross-Cultural Mediation. Adolescence, 6(25), 66-76, Spring 1972.

Cross Cultural Studies, Spanish Speaking, Cultural Differences, Language Role; clash of cultures produces the defeatism erroneously called shyness in the Spanish-speaking child.

27. Button, Christine Bennett. The Development of Experimental Curriculum to Effect the Political Socialization of Anglo, Black, and Mexican-American Adolescents. Final Report. Austin, Texas, University of Texas, May 1972. 188p. ED 066 399. (MF-$0.65; HC-$6.58).

This study empirically tests the extent to which four experimental units in government influence the acquisition of political knowledge and the development of feelings of political efficacy and cynicism among Anglo, Black, and Mexican-American twelfth graders. Two classes regularly taught at two high schools were compared with two experimental units, emphasizing: 1) each student's introspective analysis of his own political socialization; 2) an exploration of elitism, political linkage, and institutional racism; 3) an examination of case studies of political change; and 4) individual student fieldwork (community involvement). Data were gathered from pre- and post-tests, indepth student interviews, and analysis of classroom interaction. The conclusions supported the hypothesis that schools can become a potent agent of political socialization among students. Those from the experimental classes revealed a higher incidence of understanding, involvement, and response ability. Future research includes a survey of student activity prior to the November 1972 election. Implications for social studies teachers' influence on student attitudes (ethnocentricism, racial prejudice, tolerance for dissent, and attitudes about social change) are apparent.

28. Caliguri, Joseph P. Black Power and Black Students in Kansas City. Integrated Education, 10(1): 44-48, January-February 1972.

Black Power, Negro Students, Secondary Schools, Negro Attitudes.

29. Chesler, Mark A. Teacher Training Designs for Improving Instruction in Interracial Classrooms. Journal of Applied Behavioral Science, 7(5): 612-641, September 1971.

Teacher Education, Effective Teaching, Teaching Techniques, Classroom Integration, Racial Integration; details some of the underlying assumptions of teacher retraining efforts, both inservice and preservice, and ties them into ongoing problems of racism in public schools.

30. Coates, Brian. White Adult Behavior Toward Black and White Children. Child Development, 43(1): 143-154, March 1972.

Behavioral Science Research, Racial Attitudes, Adults, Negro Youth, Adult Child Relationship; white male adults were more negative with black children than with white children, whereas there was a non-significant difference between the two races for white female adults. On trait ratings of the children following the training session, both males and females rated black children more negatively than white children.

31. Cook, Stuart W. The Effect of Unintended Interracial Contact Upon Racial Interaction and Attitude Change. Final Report. Boulder, Colorado, University of Colorado, August 1971. 102p. ED 060 153. (MF-$0.65; HC-$6.58).

This was a study of the influence of unintended interracial contact and characteristics of the contact situation on attitude-related action and attitude change. It was designed to determine if persons with initially negative racial attitudes would change these attitudes by an experimental experience. The research subjects were white students from border southern colleges selected from the anti-Negro half of a large pool of potential subjects. Equally prejudiced persons were selected as controls. The students were hired for part-time work, a natural situation, and discovered only after they began work that they were to have Negro co-workers. The subject was led by the task requirements of the situation and by the actions of his supervisor and co-workers to experience cooperative contact with one Negro student (a confederate) and to develop a conversational acquaintance with a second worker. At the end of the final session, the subject rated each one on various aspects of competence, character and personality. Several months later, the subject responded to the same racial attitudes scale that he took before the experiment. Thus, the possible emergence of both immediate and/or lasting attitude change is assessed.

32. Cooper, James G. Perception of Self and Others as a Function of Ethnic Group Membership. September 1971. 12p. ED 057 965. (MF-$0.65; HC-$3.29).

The self-images of 407 Anglo American, 157 American Indian, 300 Mexican American, and 52 Negro rural high school students in New Mexico and Texas were compared in this study. Data from an 11-item semantic differential test were grouped in terms of 3 subsets: perceptions of self, feelings about school, and social variables. Although it had been expected that the study would reveal strong perceptions of self among the Anglo Americans and weak self-concepts among the ethnic minorities, the data revealed that each ethnic group saw itself in favorable light and saw the other groups less favorably. In the document, tables of means (by ethnic group) provide results of the bipolar-adjectives test. A list of participating schools is also included.

33. Cordasco, Francesco and Bucchiani, Eugene. An Institute for Preparing Teachers of Puerto Rican Students. School and Society, 100(2342): 308-309, Summer 1972.

Institutes (Training Programs), Teacher Education, Puerto Rican Culture, Program Proposals, Institute Type Courses.

34. Cota-Robles de Suarez, Cecilia. Skin Color as a Factor of Racial Identification and Preference of Young Chicano Children. AZTLAN-Chicano Journal of the Social Sciences and the Arts, 2(1): 107-150, Spring 1971.

Mexican Americans, Preschool Children, Racial Attitudes, Racial Characteristics, Research.

35. Cotter, Cornelius P. The Black Student in the Wisconsin State Universities System. Wisconsin State Committee to the U. S. Commission on Civil Rights, October 1971. 97p. ED 062 955. (MF-$0.65; HC-$3.29).

The Wisconsin State Committee and the U.S. Commission on Civil Rights have received many complaints of discrimination against minority students on the campuses and in the communities which house the Wisconsin State Universities. The Committee and Commission staff reviewed the complaints and decided to conduct an inquiry into problems associated with minority enrollment, more specifically, black enrollment, in the Wisconsin State University System. The complaints received pertained mostly to events at WSU-Whitewater and WSU-Oshkosh. In each case the local WSU administration instituted disciplinary action against a group of black students who

allegedly committed acts of mass violence. In each instance special academic disciplinary proceedings were instituted by the Office of WSU Regents in Madison, and students were additionally tried in court on criminal complaints. This report is based on the data and impressions gained from the extensive interviews conducted on campus and in the local communities, and from the responses gained from circulated questionnaires.

36. Crist, Janet. Group Dynamics and the Teacher-Student Relationship: A Review of Recent Innovations. Stanford, California, Stanford Center for Research and Development in Teaching, January 1972. 143p. ED 062 292. (MF-$0.65; HC-$3.29).

This report reviews recent innovations in the application of group processes in educational settings. The innovations deal with the use of group dynamics in the teacher learning process and in the improvement of interpersonal relations with students, teachers, and administrators. The report surveys relevant U.S. literature since 1965, concentrating on recent trends, representative applications of group process, and related approaches. Major innovations include a) sensitivity training or T-groups, b) role playing and simulation, c) cooperation through group methods, d) curriculum projects integrating new approaches, e) group process as an approach to teacher sensitivity, f) team teaching, and g) training teachers for new roles. This selective presentation of information presents new needs and challenges useful to teacher trainers, educational researchers and administrators. Basic sources on group methods, and an extensive bibliography are included.

37. Cuban, Larry. Ethnic Content and "White" Instruction. Phi Delta Kappan, 53(5): 270-273, January 1972.

Ethnic Studies, Minority Groups, Teaching Methods, Changing Attitudes, Teacher Attitudes; traditional "white" approaches to ethnic content lock students into a passive role. Here is a formula for giving "ethnic content an emotional voltage that will last as long as this society tolerates injustice."

38. Curry, Bishop B. and Totten, Herman L. Articulation of Pupil and Faculty in Integrated Schools. Education, 92(3): 114-119, February-March 1972.

School Integration, Racial Discrimination, Negro Attitudes, Teacher Attitudes, Self Concept.

39. Dagenais, F. and Marascuilo, Leonard A. Student Demonstrations in a Multi-Racial High School: The Case of Berkeley. Berkeley, California, University of California, April 1972. 25p. ED 061 527. (MF-$0.65; HC-$3.29).

Student activism on both the college and secondary school level is briefly discussed. Into this framework are inserted the specific characteristics of the Berkeley, California High School. The data reported here was gathered from questionnaires returned by 293 graduated seniors. Questionnaire items dealt with such timely topics as protests, law and order, and the war in Vietnam. In addition, demographic data, such as political party preference, religious observance, social class, nationality; IQ level, etc., was collected. Results of the study indicate that students who demonstrate for social justice and equality tend to be white and of high ability. In addition, they tend to be politically liberal or radical, to not attend Church, to reside in high socio-economic status areas of the community, and to believe that the outcomes of protests and demonstrations are positive and beneficial. The usefulness of the findings is briefly touched upon.

40. Dales, Ruth J. and Keller, James J. Self-Concept Among Black and White Culturally Deprived Adolescent Males. Journal of Negro Education, 41(1): 31-34, Winter 1972.

Self Concept, Negro Youth, Males, Adolescents.

41. Dentler, Robert A., Ed.; And Others. The Urban R's: Race Relations as a Problem in Urban Education. New York, N.Y., Center for Urban Education, 1968. 304p. ED 055 935. (Available from Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003; hard cover-$7.00, paperback-$2.50).

The eighteen essays are written by educators, sociologists, and psychologists based upon studies conducted between 1964 and 1966 pertaining to racially caused educational inequalities in Northern urban cities. The authors express the idea that educational quality can be improved more by desegregation of public schools than by curriculum or other changes. The premise that a lack of contact between the races in public schools results, in the long run, in society being unable to cope with racial problems, is presented. This book of essays is divided into four parts; the main headings and related topics are summarized as follows: Part I "The Urban Context of Education" relates segregation and problems encountered by urban schools and communities that are in racial transition. Part II "The Intergroup Relations of the

Urban School Children" focuses upon the correlation between academic learning and social learning as affected by race relations. Part III "Programming Education for Urban Minorities" presents ways in which certain educational programs can advantageously affect the public schools. Part IV "Negro Children and Youth in Northern Big Cities" emphasizes various individual needs of urban children. Ideas are provided on how urban schools can nurture individual growth of Negroes.

42. Doke, Larry A. and Risley, Todd R. Some Discriminative Properties of Race and Sex for Children From an All-Negro Neighborhood. Child Development, 43(2): 677-681, June 1972.

Discriminatory Attitudes (Social), Negro Youth, Racial Factors, Sex Differences, Social Environment; study directed at determining which aspect of photographic representations of children differing along dimensions of race and sex would acquire control over responses of Negro children.

43. Dole, Arthur A.; And Others. Race as a Component of Social Distance Among Black and White Secondary School Students and Their Teachers. Barriers and Aspirations--Generalizations From Research. Black and White Attitudes About Guidance: Observations From the Field. Philadelphia, Pennsylvania, University of Pennsylvania, Graduate School of Education, 1971. 32p. Papers presented at the American Educational Research Association annual convention, New York, N.Y., February 4-7, 1971, and the American Personnel and Guidance Association annual convention, Atlantic City, N.J., April 4-8, 1971. ED 054 473. (MF-$0.65; HC-$3.29).

All 3 studies are segments of a larger study carried out in a small Northeastern industrial city of 12,000 population, of which 25% is black. In the first study, which explored the interpersonal and interracial attitudes of black and white youth and teachers, the concept of social distance was employed. Four characteristics of influence sources: race, ability to understand others, competency, and trustworthiness. Each component was found to contribute significantly to social distance. The other 2 studies focus specifically on high school guidance services. Black and white students' and parents' attitudes and perceptions of these services are presented. In general, while vocational guidance was not found to be blatantly racist in this small city, to many blacks, and some whites, it was not viewed as meeting their needs. For the blacks, it was perceived as racist. The authors feel that the concept "guidance as a service to all" was not operational in this community.

44. Dolgin, Ann B. The Problem of Lowered Self Concept Among Negro Students. Kappa Delta Pi Record, 8(3): 77-78, February 1972.

Self Concept, Personality, Personality Development, Negro Students, Discriminatory Attitudes (Social); provides a background of material for those school personnel who are seeking additional information in understanding the development of the self concept.

45. Douglas, Jack D. Youth in Turmoil. America's Changing Youth Cultures and Student Protest Movements. Crime and Delinquency Issues: A Series of Monographs. San Diego, California, University of California, 1970. 253p. ED 055 290. (MF-$0.65; HC-$9.87).

In this monograph, student protests and disturbances are viewed within a broad and well-informed framework, which includes: (1) the growing importance of youth and college students in American society; (2) the changing social position of youth and the rise of a generalized youth subculture; and (3) perspectives on cooperative subcultures, deviant subcultures, and rebellious subcultures. The author examines comparative theories of student protest movements from other cultures, as well as discussing the varied theories which have attempted to explain the American student protest movement. Also included is a fairly comprehensive overview of the historical development of the student movement in our country. In a final section, the author discusses "what is to be done?" and points to the complexity of developing social and educational policy. Several approaches are presented as possibilities for working with student protest and their possible impact is explored.

46. Douglas, Leonard. "Negro" Self-Concept: Myth or Reality? Integrated Education, 9(6): 27-29, November-December 1971.

Self Esteem, Negro Students, Caucasian Students, Junior High School Students, Urban Youth; reports a study of 260 8th and 9th grade junior high school children in a racially integrated school in Detroit. Attempts to determine the nature and distribution of self concept among Negroes and Caucasians.

47. Douglas, Leonard M. Attitudinal Variance Among Urgan Junior High School Youth From Diverse Racial Groups. Urban Education, 7(1):33-40, April 1972.

Negro Students, Negro Attitudes, Student Attitudes, Caucasian Students.

48. DuCette, Joseph and Wolk, Stephen. Locus of Control and Levels of Aspirations in Black and White Children. Philadelphia, Pennsylvania, Temple University, April 1972. 44p. ED 061 528. (MF-$0.65; HC-$3.29).

A study is reported in which several populations of both culturally deprived and culturally advantaged high school juniors and seniors were assessed on a standard measure of personality (Rotter's "locus of control") as well as several indices of personal aspirations and risk taking. Essentially, the paper asks: is there an interaction between locus of control and environmental milieu in predicting such educationally relevant variables as levels of aspiration and risk-taking increase. Using Rotter's internal-external control scale, the author found no differences between the black, disadvantaged sample and the white advantaged samples. However, on the dependent variables (aspiration, risk-taking), significant differences were found between black and white internals, as well as between black and white externals. While acknowledging that several interpretations of the data are possible, the authors suggest that what characterizes internals, regardless of their life situation, is their understanding of their environment and their rational, adaptive reaction to it. A different slant to the variable "locus of control" is offered, one which takes into account the situation-personality interactions revealed in the data.

49. Dulay, Heidi and Shultz, Jeffrey. Crosscultural Miscommunication in the Classroom. Cambridge, Massachusetts, Language Research Foundation, April 8, 1972. 36p. Paper presented at the joint annual meeting of the Society for Applied Anthropology and the American Ethnological Society, Montreal, P.Q., Canada, April 8, 1972. ED 064 439. (MF-$0.65; HC-$3.29).

Communication between students and teachers is a basic requirement for learning to take place in a classroom. Like words and phrases, behaviors carry specific meanings which may vary across cultures. When teachers are not aware of cultural differences, when they assume that a behavior has a particular meaning while students assume it has another, then there is a misunderstanding--a breakdown in communication. One basic reason for the failure of Puerto Rican students in mainland classrooms is the lack of communication between them and their Anglo teachers--due to a lack of crosscultural sensitivity. The purpose of this research project was to find evidence of culture conflicts, resulting in miscommunication between Puerto Rican students and Anglo students. Four classes in a Boston public school were observed and tape recorded, and information compiled on Puerto Rican culture and the Anglo teacher subculture. The findings encompassed instances of miscommunication manifested by the behavior of the students and teachers which could be explained by their respective cultural norms.

expectations, the more difficult it will be for the Mexican-American child to participate. Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures have made and can make toward enriching the American way of life. A positive atmosphere toward the Mexican-American must be established and the cultural gap must be bridged; total acceptance of the validity of another culture is what should and must be the end goal.

53. Fadden, John and Mofsie, Louis. Student Reactions to Indian Teachers of Non-Indian Children. Social Education, 36(5): 507-511, May 1972.

American Indians, Student Attitudes, Teacher Experience, Cultural Awareness, Cultural Differences.

54. Farber, Richard and Schmeidler, Gertrude. Race Differences in Children's Responses to "Black" and "White." Perceptual Motor Skills, 33(2): 359-363, October 1971.

Racial Differences, Response Mode, Attitudes, Color, Emotional Response.

55. Farley, Frank H. and Dowling, Phyllis M. Aesthetic Preferences in Adolescents as a Function of Race and Visual Complexity. Studies in Art Education, 13(2): 23-26, Winter 1972.

Adolescents, Racial Factors, Visual Stimuli, Complexity Level; results might be taken into account by the white teacher of black students in the selection and sequencing of visual experiences and media.

56. Feigenbaum, Kenneth D. The Child's Perception of the Nursery Teacher. Final Report. Washington, D. C., Office of Economic Opportunity, [1970]. 46p. ED 057 892. (MF-$0.65; HC-$3.29).

The study was conducted to determine which variables present among nursery school children influence a child's perception of his teacher's role as a problem solver. The variables tested for included: (1) the race of the teacher; (2) the nature of the problem--one involving personal needs (affective) or one involving classroom achievement (instrumental); (3) the race of the child needing help and (4) the sex of the child needing help. Subjects (black and white) included 26 boys and 35 girls ranging in age from 3-1/2 to 5 years.

50. Durrett, Mary Ellen and Radow, Aneita Sharples. Changes in Self-Perceptions of Head-Start Trainees. Elementary School Journal, 72(6): 321-326, March 1972.

Educational Research, Educational Programs, Teacher Attitudes, Self Concept; the Brown Self-Report Inventory was administered to 3 groups of trainees at the beginning and at the end of the Head Start Leadership Development Program.

51. Epstein, Erwin H., Ed. and Pizillo, Joseph J., Ed. A Human Relations Guide for Teachers; Linguistic Minorities in the Classroom. Madison, Wisconsin, State Department of Public Instruction, 1972. 101p. ED 066 417. (Available from ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302; for loan only).

This resource book is a collection of articles, reports of classroom observations, discussion questions, learning strategies, and suggested classroom activities appropriate to various curricular areas such as language arts and social studies on topics that often arise in the schooling of children from minority groups, especially from linquistic minorities. Its purpose is to enlighten teachers and school personnel about the implications of educating children of diverse cultural backgrounds, especially Mexican Americans, Puerto Ricans, and American Indians, to accept an "American" ethic and ideal. The guide is arranged into three major parts. I) School-Community Relations examines school and minority community issues, and includes special sections on youth militancy as an authority reaction and on the use of bilingual programs as a means of averting or resolving tension. II) Observations of Linguistic Group Behavior in the Classroom focuses on school and minority conflicts in the classroom, including both controlled studies and in-class observations of pupil-pupil and teacher-pupil interaction, and provides a special section on problems of language. III) Human Relations Activities for Teachers concludes the book.

52. Espinoza, Marta. Cultural Conflict in the Classroom. March 4, 1971. 7p. Speech delivered at the Fifth Annual TESOL Convention, New Orleans, Louisiana, March 4, 1971. ED 054 669. (MF-$0.65; HC-$3.29).

A cultural conflict occurs between the Mexican-American child and the Anglo teacher within the classroom situation. Punishment for adherence to his own culture results in loss of identity for the Mexican-American child and increases his tendency toward what may be termed deviant behavior. The more weighted the school curriculum is toward the middle-class Anglo

The subjects were shown twelve videotaped scenes each containing two children and one teacher--the children being of the same sex but of different race. Eight of the twelve scenes depicted one child with an instrumental problem--the other with an affective problem. The other four scenes were conflict scenes depicting two children both trying to get control of the same toy. After showing each scene the subject was asked to state which child the teacher would help. Findings indicate that neither the teacher's race nor the race or sex of the child helped influence a child's perception of his nursery school teacher. For middle class children, the only variable limiting the teacher's otherwise inclusive role is her principal responsibility to solve affective problems. The results of the conflict scenes proved not useful to this study.

57. Feshbach, Norma D. and Feshback, Seymour. Imitation of Teacher Preferences in a Field Setting. Developmental Psychology, 7(1):84, July 1972.

Imitation, Teacher Influence, Affective Behavior, Elementary School Students, Racial Factors.

58. Fish, Kenneth L. More "Soul" Needed in White Teachers. Clearing House, 46(8): 502-505, April 1972.

Teacher Attitudes, Racial Attitudes, Empathy, Communication (Thought Transfer), Cultural Awareness; suggested activities for white teachers to develop growth and cultural understanding.

59. Garcia, Ernesto F. Modification of Teacher Behavior in Teaching the Mexican-American. 1970. 19p. ED 057 971. (MF-$0.65; HC-$3.29).

The need for modification of teacher behavior in teaching the Mexican American occurs primarily in 2 areas. First, the teacher must seek ways to improve her teaching by learning how to plan for, produce, and evaluate behavioral changes in her pupils. Writing instructional objectives in behavioral terms, learning ways to assess the effectiveness of verbal and nonverbal interaction, and understanding the use of positive reinforcement can all contribute greatly to changes in how the teacher approaches the teaching task. The second aspect of teacher behavior is concerned with knowledge about the culture that the Mexican American child brings to school. It is understood that the knowledge itself will not produce changes in attitudes and expectations about the pupils. However, accurate information which the teacher can use as she observes pupil behavior can often be the key as to whether she will show sensitivity, appreciation, or a positive attitude. Modification of these 2 aspects

of teacher behavior is a necessity if Mexican American pupils are to benefit to the fullest from an educational system that has failed them in the past. It is not unreasonable to ask that change take place to make teachers more effective in the classroom and that this effectiveness in pedagogy be enhanced by knowledge of the culture of the Mexican American.

60. Garrett, Alice M. and Willoughby, R. H. Personal Orientation to Success and Failure in Urban Black Children. Developmental Psychology, 7(1): 92, July 1972.

Negro Youth, Reactive Behavior, Self Concept, Performance Factors, Personal Orientation.

61. Geschwender, Barbara N. and Geschwender, James A. Relative Deprivation and Participation in the Civil Rights Movement. Binghamton, New York, State University of New York, [1971]. 33p. ED 057 387. (MF-$0.65; HC-$3.29).

An analysis of the participation of Southern black college students in the civil rights movement is presented. Data analyses are carried out to determine possible relationships between varying patterns of relative deprivation (as measured by Cantril's Self-Anchoring Striving Scale) and passive, active or combative types of participation. The findings show that not all patterns of relative deprivation are associated with participation. For example, aspirational deprivation (defined as a gap between achievement and ideal life situation) is associated with participation only when defined in group terms, while progressive deprivation (defined as the perception of substantial past progress but little or no future progress) is not associated with any of the participation indices. The strongest relationship between participation and the various patterns of relative deprivation occurs with the combative index. It is concluded that, because many factors must be considered in analyzing mass movements (e.g., extent of participation), a typology of activities should be constructed.

62. Gibson, John S. The Intergroup Relations Curriculum. A Program for Elementary School Education. Volume I. Medford, Massachusetts, Tufts University, Lincoln Filene System for Citizenship and Public Affairs, March 1969. 244p. ED 058 167. (MF-$0.65; HC-$9.87).

This report deals with the research and development of a curriculum which seeks to advance democratic intergroup relations through educational pro-

cesses in elementary schools. Volume 1 describes the background research and development, with particular emphasis on propositions, critiques, and recommendations with respect to intergroup relations education in the United States. It also contains a report on the Lincoln Filene Center's inservice program for teachers, evaluation instruments, and procedures for disseminating information and findings regarding the curriculum, as well as instructional materials and teaching strategies. Intergroup relations are defined as interactions among people which reflect a respect for human dignity and worth and which seek to avoid prejudicial thinking and overt discriminatory behavior. A large number of preconceptions are examined, and supportive research and evidence are cited for the positions taken by the Center in developing the curriculum. Volume 2 of this report is related document citation 63.

63. Gibson, John S. The Intergroup Relations Curriculum. A Project for Elementary School Education. Volume II. Medford, Massachusetts, Tufts University, Lincoln Filene System for Citizenship and Public Affairs, March 1969. 550p. ED 058 168. (MF-$0.65; HC-$19.74).

Volume 2 of this report on the development of an intergroup relations curriculum contains a curriculum itself. The contents include 1) an explanatory introduction to the curriculum; 2) an outline of the conceptual framework; 3) the methodological tools; 4) teaching the governing process and the methodological tools; 5) learning activities and instructional units, including units with bibliographies on American Indians and the Declaration of Independence; and 6) instructional resources. The objectives of the course are 1) to advance the child's positive self-concept; 2) to help the child to reduce sterotypic and prejudicial thinking and overt discrimination with respect to all kinds of groupings of human beings; 3) to assist the child in realizing that there are many differences among people within groupings based on sex, age, race, ethnic classification, national origin, profession, region, and level of education; 4) to give the child a realistic understanding of the past and present, including the contributions made to the United States by people from a wide variety of backgrounds and nations; 5) to encourage the child to be an active participant in the teaching-learning process; and 6) to suggest ways by which all individuals may contribute toward bringing the realities of the democratic critic culture closer to its ideals. Volume 1 of this report is related document citation 62.

64. Gordon, C. Paul and Gallimore, Ronald. Teacher Ratings of Behavior Problems of Hawaiian-American Adolescents. Journal of Cross-Cultural Psychology, 3(2): 209-213, June 1972.

Adolescents, Teacher Attitudes, Behavior Problems, Teacher Evaluation, Student Teacher Relationship.

65. Gould, Laurence J. and Klein, Edward B. Performance of Black and White Adolescents on Intellectual and Attitudinal Measures as a Function of Race of Tester. Journal of Consulting and Clinical Psychology, 37(2): 195-200, 1971.

Racial Factors, Racial Differences, Racial Attitudes, Power Structure; neither black nor white intellectual performance was affected by the race of the tester. However, regardless of the race of the subjects, when tested by an E of the same race, students demonstrated more negative attitudes both toward blacks and other people in less powerful roles.

66. Gouldner, Helen P. The Natural History of the Education of the Black Child in the City. Final Report. St. Louis, Missouri, Washington University, June 1971. 97p. ED 061 395. (MF-$0.65; HC-$3.29).

This research report examines the school and home experiences of the black inner-city kindergarten, first, and second grade child. A team of researchers observed the homes and classrooms of selected children over a three-year period in four schools in a midwestern city in the United States. All of the children, teachers, and staff in these schools were black. For comparison, two white middle-class schools and one white working-class urban school were also studied. The primary method used was systematic non-participant observation. In all, more than 306 classroom observations were made--242 in black classrooms and 64 in white--each observational period being approximately ninety minutes. There were 180 home visits of 28 families. Supplementary data include interviews with teachers, principals, staff personnel, superintendents, and members of the school board; observations of teachers' meeting and parent teacher association meetings; informal conversations with teachers, principals, and children; and, materials such as report cards, classroom work, displays, office memos, children's drawings, public reports on the school system, and the like. By documenting the processes by which educational failure is assured for many children, it is hoped that points of possible change will be suggested to reduce the casualities.

67. Hadfield, Donald L. The Anatomy of Prejudice: Attitudes and Behavior. An Approach to In-Service Education for Teachers. St. Paul, Minnesota, State Department of Education, Equal Educational Opportunities Section, January 1971. 23p. ED 058 174. (MF-$0.65; HC-$3.29).

This model inservice program is designed for teachers who wish to expand their skills and knowledge about the phenomenon of prejudice and its effects upon people. The objectives are 1) to give teachers information about prejudice and discrimination, 2) to assist in the development of positive atti-

tudes toward human differences, 3) to encourage democratic behavior across group lines, and 4) to effect behavior that is productive. The vocabulary of human relations is defined and a suggested format for the four sessions provided. Material for four simulations is included, together with questions for consideration. There is also a 17-item bibliography, a list of organizations and agencies furnishing human relations materials, a list of films on prejudice and discrimination, and a list of audiovisual resources.

68. Hadfield, Donald L. Ethnic or Cultural Differences: A Suggested Approach to In-Service Training for Classroom Teachers. St. Paul, Minnesota, State Department of Education, Equal Educational Opportunities Section, January 1971. 37p. ED 058 175. (MF-$0.65; HC-$3.29).

This model inservice program is designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. The plan requires approximately 14 hours of participation: a 1 or 2 hour planning session; an intensive training session for group leaders, recorders, etc.; and four 3 hour meetings, preferably one each week for four consecutive weeks. The packet consists of nine parts: 1) objectives and concepts, 2) suggestions for general planning with teachers, 3) suggestions for training group leaders and recorders, 4) session 1--intra-personal understanding and inter-personal relations, 5) session 2--the dynamics of cultural systems, 6) session 3--Do differences really exist? 7) session 4--"Black Culture" or "Indians in Minnesota," 8) session 5--participant panel, and 9) evaluation forms. There is also a 72-item bibliography, a list of Indian organizations and services, a list of audiovisual resources, and a list of distributors of recommended films.

69. Hagen, Donald L. Community College Faculty: Some Basis for Their Attitudes Toward Academically Disadvantaged. 1971. 20p. ED 059 711. (MF-$0.65; HC-$3.29).

A study conducted in the fall of 1971 assessed the attitudes community college faculty held toward academically disadvantaged students and identified certain factors relating to those attitudes. A semantic differential research instrument discriminating between faculty holding "more favorable" and "less favorable" attitudes was administered along with a background questionnaire to 700 full-time Illinois public community college faculty in eight randomly selected colleges. Data analysis was based upon the factor scores of evaluation, potency, and receptivity. Interpretation of the results led to the conclusion that the most appropriate faculty to teach these students are (1) females with lower-class precollege backgrounds, and those (2) having less than a Bachelor's degree, (3) agreeing with the role of the community college, (4) having less than one year of community college teaching experience,

(5) considering their main function to teach general education, (6) wanting to participate in the study of disadvantaged students, and (7) willing to take in-service training for teaching disadvantaged students.

70. Hall, William S., And Others. Stages in the Development of a Black Identity. Iowa City, Iowa, American College Testing Program, Research and Development Division, 1972. 24p. ED 062 938. (MF-$0.65; HC-$3.29).

The purpose of the experiment described in this document was to obtain empirical evidence regarding the plausibility of an hypothesis that there are 4 stages in the evolution of black awareness. The first stage is the pre-encounter stage, in which a person is programmed to view and to think of the work world as being nonblack, antiblack, or the opposite of black. Behavior and basic attitudes toward self are determined by the "oppressor's" logic. The second is the encounter stage, in which some experience manages to slip by or even shatter the person's current feelings about himself and his interpretation of the condition of the Negro. In the third stage of immersion, everything of value must be relevant to blackness, and in the final internationalization stage the person focuses on things other than himself and his own ethnic or racial group. One hundred eighty (90 black and 90 white) were tested to explore the hypothesis. Within the limitations of this study, the hypothesis has received general support.

71. Harris, Susan; Braun, John R. Self-Esteem and Racial Preference in Black Children. [1971]. 6p. ED 056 773. (MF-$0.65; HC-$3.29).

This study investigated the interrelation of self-esteem and racial preferences in black children. The following hypotheses were generated: (1) subjects with impaired self-concepts will be more outgroup oriented than those with unimpaired self-concepts, (2) white preferences will be greater among middle class than among lower class black children, and (3) black males will show greater white preference than black females in their choice of a black or a white puppet on each of the racial preference statements. Subjects were 60 black girls and boys, 7-8 years old, from middle class and lower class interracial schools. The instrument used to measure self-esteem was the Piers-Harris Children's Self-Concept Test. An instrument adapted from the Clark and Clark dolls test assessed racial preference. Findings indicate a significant relationship between self-esteem and racial preference. The majority of the black children preferred the black puppet in the racial preference test. No significant difference between social class or sex of subjects was found.

72. Harrison, E. C. Student Unrest on the Black College Campus. Journal of Negro Education, 41(2): 113-120, Spring 1972.

Negro Colleges, Negro Students, Activism, Student Alienation, Student College Relationship.

73. Harrison, Murelle G., And Others. The Effects of Racial Composition and Group Size on Interaction Patterns in Preschool Children. East Lansing, Michigan, Michigan State University, [1970]. 8p. ED 059 495. (MF-$0.65; HC-$3.29).

Previous research has indicated that preschool aged children are aware of racial differences, but this awareness does not affect their interaction in mixed-race groups. The present study extended this work by comparing 2- and 4-person homogeneous and racially-mixed groups of 3-1/2 to 5 year old children. Results indicated that the frequencies of initiations and negative responses were lower in 4-person racially mixed groups than in 4-person homogeneous groups. Also, the ratio of responses in general to initiations was lower in mixed groups than in homogeneous groups. Thus, racial awareness was found to inhibit social behavior.

74. Hayes, Marie Therese. An Investigation of the Impact of Reading on Attitudes of Racial Prejudice. Boston, Massachusetts, Boston University, School of Education, 1969. 161p. ED 061 200. (Available from University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106; MF-$4.00; Xerography-$10.00).

The effect of reading works of a literary nature on the modification of certain attitudes toward Negroes of a selected white urban high school population was investigated. Nine books were selected as prescribed reading; the books were of mixed genre: six fiction, two non-fiction, and one photographic essay. Attitude scales administered to the subjects consisted of the Bogardus Social Distance Scale, the Hinckley Scale of Attitudes toward the Negro, the Thurstone Scale of Attitude toward Negroes, and the Triandis Behavioral Differential. Standardized tests administered were the English Cooperative Test: Reading Comprehension, and the Otis Quick-Scoring Mental Ability Test: New Edition, Gamma Test. Results indicate: (1) The reading of selected works of a literary nature about the Negro changed the subject's attitude in a direction favorable to the Negro; (2) The boys seemed to have experienced greater improvement than the girls; (3) The girls showed some gain; however, the change was not statistically significant; (4) There was a significant positive correlation at the .01 level for boys between IQ and attitude toward the Negro; (5) There was

no signification relationship between IQ and attitudes of the girls or of the group; and (6) There was a significant positive relationship at the .01 level for the boys between reading comprehension and attitude toward the Negro found in the correlation of reading comprehension with the pre-test.

75. Hensley, Anne. Black High School Students' Evaluations of Black Speakers. [1970]. 54p. ED 054 663. (MF-$0.65; HC-$3.29).

This study examines the attitudes which black high school students hold toward other blacks when they speak standard English and when they speak black English. Tenth-grade black students listened to recordings of black speakers, each using both standard English and black English for the same text. The students were asked to judge the speakers on several personality characteristics, such as friendly, honest, unselfish, intelligent, good looking, lucky, etc. The statistical results provide a measurement of attitudes that the students hold toward the dialects used in the test. According to the results, there is an overwhelming preference for speakers of standard English. The context of the experiment must be considered along with the results, and reasons for the results should be questioned. Black students and teachers need to be taught what linguists have discovered--that black English is a valid and systematic language and that it is an eminently suitable medium of expression.

76. Heussenstamm, F. K. Student Strikes in East Los Angeles High Schools. School and Society, 100(2340): 182-185, March 1972.

Mexican Americans, Mexican American History, Bilingual Education, Activism, Student School Relationship.

77. Hindman, Audrey, and Forsyth, Douglas R. The Effect of Sensitivity Participation Under Different Conditions on the Reduction of Racial Prejudice. Amherst, Massachusetts, University of Massachusetts, July 1971. 71p. ED 057 762. (MF-$0.65; HC-$3.29).

This report outlines the procedures used for experimentally testing the effectiveness of a sensitivity group model in reducing racial prejudice among both black and white college students. The proposal is designed to explore the assumption that increasingly effective racial relations follow from increased understanding, acceptance, and tolerance among all members of the university community. Subjects for the study were drawn from a volunteer sample of black and white students residing in a single dormitory complex. Procedures outlining the assignment of subjects to groups, composition of groups, nature of the experimental treatment, instrumentation, and data analysis are described.

78. Holtzman, Jo. Attitudes Toward Integration of Segregated and Integrated Students. Integrated Education, 10(3): 55-56, May-June 1972.

Racial Attitudes, School Segregation, School Integration, College Students, Student Attitudes.

79. Honeycutt, Joan K. and Soar, Robert S. The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children. [1970]. 12p. ED 062 499. (MF-$0.65; HC-$3.29).

The purpose of this study was to extend a relationship between teacher verbal rewarding and punishing behavior and subject matter growth previously obtained with middle-class postprimary children, with a different population; namely, first-grade, lower-class children. The subjects were 366 children and 20 teachers from first-grade classes participating in Project Follow-Through in the Eastern United States. The total sample consisted of those 190 Negro and 176 Caucasian children for whom complete test batteries were available. During the school year, teacher-pupil verbal interaction in the selected classrooms was observed and recorded. Measures of verbal reward, verbal punishment, and a control ratio were derived from observations by trained observers for each teacher. The test battery, administered in the fall and spring of the school year, consisted of samples of items drawn from the Metropolitan Readiness Test, Early Childhood Inventory Project Test, and Educational Testing Service Examination. The principal finding was that Negro children gained more on the Word Meaning subtest when they were in integrated classrooms. However, of interest was the inability of this research to substantiate a relationship between teacher verbal behaviors and subject-matter growth of students.

80. Hraha, Joseph. The Doll Technique: A Measure of Racial Ethnocentrism? Social Forces, 50(4): 522-527, June 1972.

Racial Discrimination, Racial Attitudes, Negro Youth, Cognitive Measurement, Race Relations; children change their racial preferences across the multiple requests made when traditional measures of racial preferences are applied. Piaget views these changes as self-contradictory and due to cognitive incapacity. Data, however, support the view that children intend to express a liking for dolls of both black and white races.

81. Hunter, John M. Teaching to Eliminate Black-White Racism: An Educational Systems Approach. Journal of Geography, 71(2): 87-95, February 1972.

African American Studies, Race Relations, Curriculum Development, Values, Instructional Systems.

82. Jaramillo, Mari-Luci. Cultural Differences Revealed Through Language. NCRIEEO Tipsheet, Number 8. New York, N. Y., National Center for Research and Information on Equal Educational Opportunity, May 1972. 6p. ED 066 522. (MF-$0.65; HC-$3.29).

Biculturalism implies much more than bilingualism. Bilingualism has been defined in a variety of ways, but perhaps the most commonly accepted definition is varying degrees of understanding of two languages. But biculturalism implies knowing and being able to operate successfully in two cultures. This means knowing two modes of behavior, and knowing the beliefs, values, customs, and mores of two different groups of people. The language used at a particular time and place would have the referents in the culture the language represents. Not "all little children are alike": children are different because cultures force all of them to think, react, value, believe, and act in certain modes. It appears that one even learns in very distinct patterns because of cultural differences. Teachers must accept these differences in students and start working to provide equal educational opportunity in the classrooms. One could capitalize on the language children bring to school. The students have already internalized the sound patterns of a language and their written work could be based on these sounds. If these sound patterns are Spanish, the instruction should be in Spanish. Simultaneously, with this instruction, the second language should be introduced systematically.

83. Jayatilleke, Raja. Human Relations in the Classroom: Supplement I. ERIC-IRCD Urban Disadvantaged Series, Number 28, June 1972. New York, N. Y., ERIC Clearinghouse on the Urban Disadvantaged, June 1972. 102p. ED 064 417. (MF-$0.65; HC-$6.58).

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), covering the period April through December 1971 for items announced in RIE, and the period May through December 1971 for journal articles cited, and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompasss such concepts and issues as: race relations, racial recognition and attitudes, self-concept and self-esteem, psychological identity, ethnic and Afro-American studies, social influences, cultural differences, cross-cultural training, curriculum devel-

opment, classroom environment, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, changing attitudes, student attitudes, Negro attitudes, teacher education and training institutes, activism, and violence. Citations for documents are each followed by an abstract edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. There is also a listing provided supplying ED numbers for those items in the first bibliography which lacked them, as they were in process at the time of publication of that bibliography.

84. Jones, Donald W., Ed. Human Relations in Teacher Education. Muncie, Indiana, Ball State University, August 1970. 113p. ED 055 965. (MF-$0.65; HC-$6.58).

The summer workshop which provided the material for this document forms one part of a cooperative project in which 18 teacher education institutions took part. There are two major groups of reports. The theme group reports include 1) "Direct Experiences and Program Designed To Better Prepare Prospective Teachers in Terms of Human Relations Skills and Understandings"; 2) "Human Relations in Pre-Student Teaching Experiences"; 3) "Human Relations, A Broad Perspective"; 4) "The Need for Human Relations in the School and with the Community"; 5) Human Relations in the Selection of Students in Teacher Education"; 6) "The Culturally Disadvantaged Students: The Administration, The Teacher"; and 7) "Building Better Relationships Between the College and Public School." The individual studies include: 1) "Interpersonal Relationships in Learning"; 2) "Toward Improving Human Relations in the Supervision of Student Teachers"; 3) "A Program for the Preparation of Teachers in Early Childhood Education"; 4) "The Design and Trial Runs of Instruments for Analyzing Seminars: Affective Domain"; 5) "Building Better Relationships Between the College and Public School"; 6) I Am an Indian"; 7) "Human Relations in the Selection of Students in Teacher Education; 8) "Human Relations in the Student Teaching Triad"; and 9) "The Responsibility of Teacher Education in Preparing the Candidate Teacher to Cope with Human Relations Problems." Each report has its own bibliography.

85. Kapel, David E. Attitudes Toward Selected Stimuli: Commonality and Differences Within and Between Two Dissimilar High Risk Black College Groups. Philadelphia, Pennsylvania, Temple University, April 4, 1972. 24p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 4, 1972. ED 062 923. (MF-$0.65; HC-$3.29).

(cont.)

An exploratory study was conducted to determine attitudes and/or semantic structures toward college related (Professors, Name of Institution, Afro-American Courses) and personal (Black Students, White Students, Me-Myself) stimuli within and between 2 dissimilar, all male, high-risk, Afro-American College groups at 2 institutions (Temple University, N=16; Glassboro State College, N=23). Osgood's semantic differential technique was applied to both groups. Findings suggest that there was a great deal of commonality between the 2 groups in terms of their attitudes toward the stimuli. There was no significant institutional or dimensional main effects, but stimuli main effect reached significance. Post Hoc tests were used to look at differences. Black pride and identification were the strongest stimuli.

86. Kapel, David E. and Wexler, Norman. Conceptual Structures of High Risk Black and Regular Freshmen Toward College Related Stimuli. Journal of Negro Education, 41(1): 16-25, Winter 1972.

Racial Attitudes, Student Attitudes, Negro Attitudes, Race Relations, College Students.

87. Katz, Phyllis A. Stimulus Predifferentiation and Racial Attitude Change in Children. September 1971. 11p. Paper presented at the American Psychological Association annual convention, Washington, D. C., September 3-7, 1971. ED 056 775. (MF-$0.65; HC-$3.29).

The purposes of this study were (1) to investigate the possibility that children's racial attitudes could be modified by means of stimulus predifferentiation training, (2) to assess the developmental implications of such training, and (3) to assess the relative sensitivity of two different attitude measures to such manipulation. Subjects were 96 black and white children from grades 2 and 6 of an integrated New York City public school. Subjects were pretested and posttested on two measures: (1) the Projective Prejudice Test, measuring reaction to slides depicting ambiguous interracial situations; and (2) a Social Distance Index, revealing amount of contact desired with members of black, white and Chinese racial groups. The children were assigned to either distinctive labeling training, perceptual differentiation training, or a control group. Children experiencing distinctive labeling and stimulus predifferentiation training elicited lower prejudice scores on two indices of ethnic attitudes than did those in a no-label control condition.

88. Kelly, Eugene W., Jr. Changes in Racial Prejudice and Dogmatism as a Result of Interracial Counselor Training Experiences. Columbia, S.C., University of South Carolina, April 7, 1971. 14p. Paper presented at the American Personnel and Guidance Association annual convention, Atlantic City, N. J., April 4-8, 1971. ED 055 304. (MF-$0.65; HC-$3.29).

After failing to obtain a change in racial attitudes during an initial counselor training institute, changes were made for a subsequent institute. The second institute eliminated large group sessions, emphasized small group encounter and provided biracial leadership in each small group. Some participants also received special training in genuineness. Results of the second institute indicated that at the end of the institute whites expressed significantly less prejudice toward Negroes, one small group showed significantly less global social distance, and members of the genuineness training group expressed significantly less racial prejudice as well as global social distance.

89. Kerckhoff, Richard K. and Trella, Sherry Crane. Teaching Race Relations in the Nursery School. Young Children, 27(4): 240-248, April 1972.

Teaching Techniques, Preschool Children, Racial Attitudes, Nursery schools, Preschool Curriculum.

90. Kircher, Mary and Furby, Lita. Racial Preferences in Young Children. Child Development, 42(6): 2076-2078, December 1971.

Psychological Studies, Racial Characteristics, Childhood Attitudes, Preschool Children, Age Differences; 30 Negro and white children were tested for differential preferences for Negro and white characteristics on four facial features.

91. Kleinfeld, J. S. Some Instructional Strategies for the Cross-Cultural Classroom. Juneau, Alaska, State Department of Education, August 1971. 24p. ED 059 001. (MF-$0.65; HC-$3.29).

Based on questionnaire data showing of 64% (114 respondents) return from all teachers in small village schools operated by the State of Alaska and the Bureau of Indian Affairs, this paper describes instructional strategies for new teachers entering the Alaskan cross-cultural community classroom. The paper also suggests how the instructional methods harmonize with village students' learning styles in regard to (1) personalism (experiment with ways to harmon-

ize personal teaching style with students' learning styles), (2) competitiveness (devise teaching methods to cope with passive students), (3) joking (use this native method of correction in a two-sided manner), (4) project-reward work rhythm (assign concentrated work followed by material rewards and relaxation), (5) observational learning (use image-based instruction), (6) village-based anchoring ideas (relate instructional material to students' village experiences), and (7) parental involvement (inform parents as to the school's why's and how's). The appendix shows a copy of the questionnaire sent at the end of the 1969-70 school year.

92. Kleinfeld, Judith. The Relative Importance of Teachers and Parents in the Formation of Negro and White Students' Academic Self-Concept. Journal of Educational Research, 65(5): 211-212, January 1972.

Negro Students, Self Concept, Educational Research, Teacher Attitudes, Parent Attitudes.

93. Knight, James H.; And Others. The Effect of School Desegregation, Sex of Student, and Socioeconomic Status on the Interpersonal Values of Southern Negro Students. Journal of Negro Education, 41(1): 4-11, Winter 1972.

School Integration, Integration Effects, Negro Attitudes, Socioeconomic Status, Personal Values.

94. Kranz, Peter L. Using Confrontation Groups to Lessen Community Racial Tension: The Special Problem With Teachers. California Personnel and Guidance Journal, 4(3): 104-107, Spring 1972.

Racial Attitudes, Teachers, Interpersonal Relationship, Racism, Inservice Education.

95. Kriegel, Leonard. When Blue-Collar Students Go to College. Saturday Review, 55(30): 46-51, July 22, 1972.

Student Attitudes, College Students, Lower Class Students, Student Teacher Relationship, Long Island University (Brooklyn).

96. Kuvlesky, William P. and Dietrich, Katheryn Thomas. Southern Black Youths' Perceptions of Military Service: A Nonmetropolitan-Metropolitan Comparison of Attitudes, Aspirations and Expectations. Washington, D.C., Department of Agriculture; College Station, Texas, Texas A and M University, Texas Agricultural Experiment Station, August 29, 1972. 26p. Paper presented to the Inter-University Seminar on Armed Forces and Sociology, American Sociological Association annual meeting, August 29, 1972. ED 065 238. (MF-$0.65; HC-$3.29).

Identical instruments and procedures were used to collect data on military orientations from 98 Black boys who attended predominantly Black high schools in nonmetropolitan East Texas and 111 Blacks attending an all-Black high school in Houston, Texas, during the spring, 1966. The hypotheses tested were (1) that nonmetropolitan Black boys have more positive orientations towards military service than metropolitan Blacks and (2) that lower-class metropolitan boys with high occupational aspirations have more positive orientations than other metropolitan youth. The hypotheses were evaluated using data from Black high school sophomores. The specific orientations examined are desire to enter the military, anticipation of military service, certainty of this expectation, and general attitude towards participating in the military. The findings indicated that all of the nonmetropolitan and metropolitan boys were favorably inclined towards military service, and lower-class Black youth with high aspirations were not more favorably inclined toward participation in the military than other Black youth. Relevant inferences are drawn and suggestions offered for future study. A related document is ED 040 774.

97. Laishley, Jenny. Skin Colour Awareness and Preference in London Nursery School Children. Race, 13(1): 47-64, July 1971.

Racial Attitudes, Racial Discrimination, Perception Tests, Discrimination Learning; study focuses on 3-5 year old children from 3 London areas. Contrary to expectation, awareness of differences in skin color was not a simple function of age and contact with colored children and adults; no clear evidence of prejudiced thinking was found in the subjects studied.

98. Leslie, Larry L.; And Others. The Effect of Preservice Experience With the Disadvantaged on First Year Teachers in Disadvantaged Schools. Education and Urban Society, 3(4): 398-413, August 1971.

Disadvantaged Youth, Disadvantaged Groups, Preservice Education, Teacher Education, Urban Education.

99. Lessing, Elise E. and Zagorin, Susan W. Black Power Ideology and College Students' Attitudes Toward Their Own and Other Racial Groups. Journal of Personality and Social Psychology, 21(1): 61-73, January 1972.

Black Power, Orientation, Racial Attitudes, Reactive Behavior, Identification (Psychological).

100. Lewis, Jerry M. Review Essay: The Telling of Kent State. Social Problems, 19(2): 267-279, Fall 1971.

Activism, College Students, Student Attitudes, Student Alienation, Violence; presents a brief critical summary of several books dealing with the Kent State riots, and then analyzes these riots within the framework of these perspectives.

101. Liebert, Robert M.; And Others. Effects of Vicarious Consequences and Race of Model Upon Imitative Performance by Black Children. Developmental Psychology, 6(3): 453-456, May 1972.

Negro Youth, Models, Imitation, Racial Factors, Reinforcement; black children were found more likely to match the responses of white models than of black ones.

102. Linton, Thomas H. A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement Among Anglo and Mexican-American Sixth Grade Students. April 1972. 13p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 3-7, 1972. ED 063 053. (MF-$0.65; HC-$3.29).

The study was conducted to determine (1) if Anglo and Mexican American 6th-grade students differed significantly on measures of global and academic self-concepts. A sample of 172 Anglo and 160 Mexican American students from 16 elementary schools in a southern New Mexico city was stratified by 3 socioeconomic levels. The Piers-Harris Children's Self Concept Scale and a 5-item factor-analyzed scale developed from existing research were used to measure self-concept. Student achievement was measured by teacher-assigned grades in reading, arithmetic, and social studies and by the Iowa Test of Basic Skills. A 3-way analysis of variance model (with students classified according to ethnicity, sex, and socioeconomic level) was used to test dif-

ferences between students. Results indicated no significant differences between ethnic groups in terms of academic and global self-concepts, and no sex differences were found. Significant differences were found in both self-concept measures between socioeconomic levels. High socioeconomic level was associated with low self-concept. However, middle-socioeconomic level Mexican American students' academic self-concept scores were almost the same as those of low-socioeconomic-level Anglo and Mexican American students. Results of actual achievement were consistent with findings of previous studies, and correlation analysis of the relationships between self-concept and achievement did not yield a consistent pattern across socioeconomic levels.

103. Lohman, Joseph D., Ed. Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators. Berkeley, California, University of California, School of Criminology; and, School of Education, 1969. 227p. ED 062 488. (Document available from the University of California Press, Berkeley, California 94720; $3.95).

The purpose of this book is to help teachers understand and accept the subcultures from which an increasing number of their students come. The content of this book was developed from the experience of many teachers working at the elementary, junior-high, and senior-high school levels. The teachers were drawn from schools with a large proportion of minority youth and were identified by their colleagues as having shown sensitivity, insight, and skill in engaging alienated youth. They were surveyed through a series of panel discussions and group interviews conducted during the course of the school year, 1963-64. During these sessions, problem situations--partially based on the teachers' own experience--were presented in such a way as to elicit discussion and analysis of various coping strategies. The book is divided into five parts. Every part includes an introduction and three stories, each of which is followed by a set of questions and a commentary. Each part concludes with a number of digests from relevant social science readings.

104. Long, Barbara H. and Henderson, Edmund H. The Effect of Pupils' Race, Class, Test Scores, and Classroom Behavior on the Academic Expectancies on Southern and Non-Southern White Teachers. April 1972. 24p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 1972. ED 063 422. (MF-$0.65; HC-$3.29).

This investigation of the causal dynamics of teacher expectancies is carried out in an artificial setting, making use of contrived stimulus children. Characteristics of stimulus persons were varied in a 2 by 2 factorial design. Pupil characteristics included race (black or white) and class (lower or middle).

Different groups of subjects rated each cell of the design. It was hypothesized that high test scores and active and attentive classroom behavior would be associated with higher expectancies in teachers. It was also hypothesized that the results of an earlier study would be replicated, viz. that teachers' ratings of certain behaviors which could be classified as "activity" and as "attentiveness" would predict academic success. The complete design thus amounted to a 3 by 25 factorial, with scores, activity and attention of the stimulus children as repeated measures. Subjects were 120 white elementaru school teachers of both sexes attending summer schools. All had taught at least two years. Half of the teachers had been born and always lived in the South; the other half had lived in at least one non-Southern state. Subjects used a five-point scale to assess the probability that children who had just entered school would be reading at grade level by the beginning of grade two.

105. Lunn, Joan C. Barker. The Influence of Sex, Achievement Level and Social Class on Junior School Children's Attitudes. British Journal of Educational Psychology, 42(1): 70-74, February 1972.

Elementary School Students, Student Attitudes, Academic Achievement, Social Class, Sex Differences; girls tended to have more favorable school-related attitudes, boys to have a better academic self-image, to be better socially adjusted and to be less anxious in the classroom. Different social classes could partly be accounted for by differences in academic performance.

106. McAdoo, John Lewis. An Experimental Study of Racial Attitude Change in Black Preschool Children. 1970. 27p. ED 062 497. (MF-$0.65; HC-$3.29).

The purpose of this study is to determine whether the racial attitudes of black preschool children can be modified using different treatment methods. The hypotheses were as follows: (1) Racial attitudes will be modified, using operant learning procedures and a black consciousness curriculum; (2) A black consciousness curriculum will result in greater positive change in racial attitudes than operant learning procedures; (3) There will be no significant difference in racial attitude change: (a) between boys and girls and (b) between black preschool children from intact and non-intact--e.g., father present and father absent--homes; and, (4) There will be a positive relationship between a preschool child's racial attitude and his racial preference. Sixty-five lower socio-economic black preschool children were randomly selected from three integrated day care centers located in three suburban communities within the Detroit metropolitan area. Four sets of materials were used: (1) a revised picture-story procedure; (2) the picture-story technique; (3) a modifi-

cation of the Clark doll test; and, (4) materials developed by the author to provide a preschool curriculum, from which the children could learn black culture and history.

107. McAdoo, Harriet Pipes. Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children. [1970]. 25p. ED 062 496. (MF-$0.65; HC-$3.29).

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a Northern and Southern environment, and to examine the differential effect of growing up in a female-headed household on the relationship between the self concept and racial attitudes of black preschool children. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. The Northern sample was located in a working class, urban center outside Detroit. All were attending a year long child development project under Head Start. The staff and children were about evenly mixed black and white. The Southern sample was located in a working class, rural area in Bolivar County in the Mississippi. The subjects were 63 black children in Michigan and 58 in Mississippi. Four sets of materials were used: Peabody Pictures Vocabulary Test, Williams and Roberson Pre-school Racial Attitude Sex-Role Attitude Picture Series, Thomas Self Concept Values Test, and Racial Identification procedures.

108. McDowell, Sophia. Patterns of Preference by Negro Youth for White and Negro Associates. Phylon, 32(3): 290-301, Fall 1971.

Negro Students, High School Students, Racial Attitudes, Negro Attitudes, Sociometric Techniques; 582 Negro students of high school age in Washington, D.C., were asked what kind of whites and Negroes they would be most and least willing to associate with, and also whether they feel the same toward all whites.

109. McRae, Jean A. Human Relations Ideabook. Washington, D. C., National Education Association, Center for Human Relations, 1971. 43p. ED 064 058. (MF-$0.65; HC-$3.29).

Intended for local human relations committees and commissions, this ideabook may serve as a do-it-yourself kit, a springboard for human relations action, showing concrete action steps that can be taken. Ideas and sugges-

tions given in the booklet may be used to provide a basis for organizing a human relations committee; awaken the educational community to the vast range of human relations concerns; provide material for thought, discussion, roleplay, and personal involvement; and provide curriculum material for high school and college classes and in-service training of teachers. Activities suggested in Part I include surveys, contests, meetings and small group discussions, special events and celebrations, games and exercises, displays, multiethnic and multicultural education, special youth programs, conferences and workshops, community involvement and political action, and projects with young children and foreign countries. Part II, Think Tank, is developed for teachers needing an aid to stimulate deep thinking as a prelude to action. Action stimulators are of two kinds: (1) Situations, designed for either oral or silent reading and discussion to provike an educational exchange of opinion, and (2) Roleplays, based on what happens in daily life. Both activities are followed by groups of questions around a related issue.

110. McRae, Susan. Relations Between Teacher Bilingualism in Spanish and English and Attitudes Toward a Bilingual Television Program. Austin, Texas, University of Texas, August 1972. 64p. ED 066 033. (MF-$0.65; HC-$3.29).

"Carrascolendas" is a bilingual instructional television program, patterned after "Sesame Street", which is designed to introduce Mexican-American children to the dominant American culture and yet encourage them to retain part of their own cultural identity. The program also seeks to maximize the child's chances of success in school by defining as separate task areas the acquisition of reading and math skills and the acquisition of a second language. Teacher attitudes and activities relative to "Carrascolendas" were measured by means of a survey conducted by mail during the 10-week period in which the series was broadcast in Texas. The data from the survey were statistically analyzed to determine what effect the teacher's degree of familiarity with the Spanish language would have on his attitude toward the program. It was found that attitudes are more positive among teachers with a higher degree of bilingualism in Spanish and English, that the series is more likely to be viewed by Spanish-speaking Mexican American pupils, and that increase in the use of Spanish language by both Mexican-American and non-American pupils is more likely to occur in classrooms where teachers are bilingual.

111. Madsen, Millard. Subcultural Determinants of Cooperative and Competitive Behavior. Washington, D. C., Office of Economic Opportunity, [1967]. 36p. ED 057 891. (MF-$0.65; HC-$3.29).

(cont.)

The three studies involved attempt to assess the nature of cooperative and competitive behavior of young children in different socioeconomic classes. In the first study, 36 pairs of Head Start children, representing Mexican-American, Negro and Caucasian ethnic groups, were investigated concerning their cooperative-competitive behavior in relation to their ethnic differences. Variances in behavior were marked from group to group. The second study involved 240 children, half of whom were enrolled in Head Start. The above three ethnic groups were represented equally in this project. Ethnic background was found to affect competitive behavior in only a partial way; it related to sex. Mexican-American boys were less competitive than other groups. The third study compared cooperative-competitive behavior in kibbutz and urban children in Israel, using 40 kibbutz children and the same number of city children, both with an age mean of eight years. Kibbutz children showed more cooperative behavior than did the city children.

112. Maldonado, Bon[illegible] Buckley. The Impact of Skin Color by Sex on Self Concept of Low Socioeconomic Level Mexican-American High School Students. Las Cruces, New Mexico, New Mexico State University, May 1972. 126p. ED 066 284. (MF-$0.65; HC-$6.58).

The purposes of this dissertation were to determine (1) if self-concept is affected by the independent conditions of skin color and sex and (2) if self-concept is affected by the interactions resulting from the variables of skin color and sex. Two hypotheses were tested: (1) that there would be no significant main effects on the self-concept of Mexican Americans from a low socioeconomic level and (2) that there would be no significant interaction effects between sex and skin color on the self-concept. This study was conducted in 2 New Mexico public high schools during 1971-72 and consisted of 174 Mexican American 10th, 11th, and 12th grade students for whom 4 data indices were available (scores on the Tennessee Self Concept Scale, scores on Hillingshead's Two-Factor Index of Social Position, classification as to skin color, and sex). Interviews with the subjects by the investigator provided information pertaining to self-perception of skin color in addition to the investigator's rating. Color transparencies were made of the hand and arm of each subject for evaluation by 1 Anglo and 2 Mexican American judges. Analysis of variance was done to determine any significant main effects and interactions followed by an After F Test. Where significant F ratios were obtained, the Neuman Keul's Multiple Comparison Test was applied to determine significant differences. Pearson's Coefficient of Concordance was used to determine significant correlations between the students', judges', and investigator's ratings of skin color. Findings partially supported hypothesis 1 and found no significant interaction effects in support of hypothesis 2.

113. Mandell, Betty. Race, Social Power and Imitation. Final Report. Columbia, South Carolina, University of South Carolina, November 1971. 30p. ED 059 951. (MF-$0.65; HC-$3.29).

The purpose of the research described in this paper is to find if the race of a sixth grade male child and the race of his existing social model are important in the child's imitation of a person with social power. Social power is defined as the model's personal control over another person. Social imitation is behavioral change in a child based on seeing the behavior of another person. The races under consideration here are Negro and Caucasian. The first experiment investigated whether legitimate social power is a relevant variable in social imitation. The second experiment varied the race of the child and the social model as potentially significant aspects of imitative behavior. Thirty Negro and Caucasian children viewed films using two Caucasian 25-30 year old men as existing social models. The results of these experiments suggest that in a school setting, where integration of black and whites at both the faculty and student level has been working smoothly, neither race nor legitimate power stand out as determiners of imitation behavior in students.

114. Martin, Dorothy Wohrna. The Inner City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations. April 7, 1972. 18p. Paper presented at the American Education Research Association annual meeting, Chicago, Illinois, April 1972. ED 062 362. (MF-$0.65; HC-$3.29).

The purpose of this study was to compare the self concept, academic achievement, and occupational aspirations of two samples of eleventh and twelfth grade black male students, who live in the inner city of a large metropolitan area and attend schools of racially different composition. The sample in the segregated black school consisted of 56 male pupils in several classes which were assigned by the principal to participate. The sample in the interracial schools consisted of 45 volunteers from the 92 potential subjects. Both groups included students taking college preparatory, business, vocational and general education courses. All data were collected during May, 1970. The academic achievement of the subjects was measured by the Crary American History Test. When the raw scores of this test were analyzed holding age and IQ constant, the difference between the groups was significant with the subjects in the interracial schools having the higher mean score. The total score made by each subject on the Self Concept As a Learner scale was considered indicative of his feeling of competence in the classroom. The mean of the segregated, inner-city school sample was significantly higher than the mean of the sample in the interracial schools.

115. Maykovich, Minako Kurokawa. Changes in Racial Stereotypes. Human Relations, 24(5): 371-385, October 1971.

Racial Attitudes, Ethnic Stereotypes, Negro Stereotypes, College Students, Japanese Americans.

116. Means, Fred E. Self-Image--A Black Perspective. Journal of General Education, 24(1): 51-58, April 1972.

Self Concept, Cultural Awareness, Negro Attitudes, Racism, Black Power.

117. Minogue, Patricia M. A Classroom in Conflict. People Watching, 1(1): 27-30, Spring 1972.

Individual Development, Affective Behavior, Social Behavior, Conflict Resolution, Self Concept; grade 5 students with socially deprived family backgrounds met weekly with a teacher for 20-minute discussions. They progressed from a need to resolve conflict, through sharing of thinking and objectives, to a degree of self-understanding and an awareness of one another's needs.

118. Mitchell, Marlene. Teacher "Attitudes" vs. Teacher Behavior. Final Report. Fort Lauderdale, Florida, Nova University, May 1972. 200p. ED 063 280. (MF-$0.65; HC-$6.58).

This study investigated prediction of teacher behavior by attitudinal variables and was based upon a theory currently being researched in social psychology. The sample of 103 teachers of grades K-6, representing about half of the elementary schools in a large public school system, had attended a summer social studies institute which stressed the use of inquiry strategies for value analysis and clarification. Teachers completed a questionnaire and taped three 15-minute discussions with small groups. A questionnaire and behavior coding scheme were developed to measure attitudes and behavior in relation to training program objectives. Analysis of the results, using multiple regression and canonical correlation, yielded the following conclusions: 1) The best predictor of a single act behavior is its corresponding behavior intention. 2) A general attitude measure can predict a multiple act criterion better than a single act criterion. 3) Perceived difficulty of performing a behavior, while consistently negatively correlated with behavior, is not highly related to overt behavior. 4) Level of commitment does not improve behavioral prediction. Prediction of single questioning behaviors by other coded behaviors was also investigated and discussed in the context of the conceptual relationship of coded behaviors to existing taxonomies. An extensive bibliography and appendixes are included.

119. Muller, Douglas G. and Leonetti, Robert. Primary Self-Concept Scale: Boys. Fort Worth, Texas, National Consortia for Bilingual Education. 40p. ED 062 846. (MF-$0.65; HC-$3.29).

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular situations described by the examiners as part of the test. This booklet is designed for boys taking the test. For the version for girls, see citation 120; for the test manual, see citation 121.

120. Muller, Douglas G. and Leonetti, Robert. Primary Self-Concept Scale: Girls. Fort Worth, Texas, National Consortia for Bilingual Education. 40p. ED 062 845. (MF-$0.65; HC-$3.29).

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular siguations described by the examiners as part of the test. This booklet is designed for girls taking the test. For the version for boys, see citation 119; for the test manual, see citation 121.

121. Muller, Douglas G. and Leonetti, Robert. Primary Self-Concept Scale: Test Manual. Fort Worth, Texas, National Consortia for Bilingual Education. 39p. ED 062 847. (MF-$0.65; HC-$3.29).

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the Southwest, but it is also appropriate for use with children from the Anglo culture. The test considts of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and results are also included. For the illustrations used in the test, see citation 119 for the boys' version and citation 120 for the girls' version.

122. Murray, Ellen and Wellman, Barry. Success and Self-Conception: The Impact of Academic Grades on the Student Role Identities of Black and White Adolescents. June 1971. 30p. Paper presented at the American Sociological Association annual meeting, Denver, Colorado, August 1971. ED 055 140. (MF-$0.65; HC-$3.29).

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In this study the extent to which variation in academic success is related to variation in adolescent identification with "student role" is examined. Particular attention is paid to how this relationship varies among adolescents of different races, social background levels, and school racial experiences. The data were collected from a 1966 survey of ninth-graders conducted in eight schools of varying racial mixtures in Pittsburgh. Self-concepts were measured by computer-based content analysis of "Who Am I?" responses. The authors conclude that level of scholastic achievement is positively related to frequency of indentification with the student role.

123. Nash, Roy. Measuring Teacher Attitudes. Educational Research, 14(2): 141-146, February 1972.

Teacher Attitudes, Student Behavior, Measurement Techniques, Social Influences; suggests that in the classroom situation, the teacher's perception of his pupils is of greater influence than the pupils' social class.

124. Noar, Gertrude. Sensitizing Teachers to Ethnic Groups. New York, N.Y., Anti-Defamation League of B'nai B'rith, 1971. 24p. ED 064 445. (MF-$0.65; HC-$3.29).

This booklet on human relations attempts to convey to teachers the meaning and intent of "learning to live together." Separate sections deal with what teachers need to know about blacks, American Indians, Mexican-Americans, Puerto Ricans, the disadvantaged, Asian-Americans, Jews, and the many Caucasian ethnic groups. The focus in each race is on their history, social problems, differences within the race, and social differences due to past and present experiences, and in the case of the disadvantaged, on nutrituion, environmental influences, and socioeconomic background.

125. O'Block, Frank R. and Hulick, Charles. Facilitating Racial Understanding. Illinois Schools Journal, 51(4), 182-186, Winter 1971.

Race Relations, Racial Attitudes, Negro Students.

126. Oklahoma Curriculum Improvement Commission, Oklahoma City, Ohlahoma. A Curriculum Guide for Human Relations Education in Oklahoma Schools. 1971. 48p. ED 064 487. (MF-$0.65; HC-$3.29).

(cont.)

Developed by a state committee on human relations for administrators, classroom teachers, special service personnel, parents, and community groups, this curriculum guide contains ideas and suggestions for implementing principles of human relations into the educational system. Major sections discuss: (1) The American Democratic Society, (2) Major Areas of Concern or Conflict in Human Relations, (3) What "Good Human Relations" Means, and (4) Improving Human Relations Understanding in the School. The guide also contains nine resource units for different grade levels, which cover such topics as understanding different cultures, developing self concepts, and reading, and five inservice teacher training programs, which cover such topics as black music, desegregation, integration, and Indian education. Included with the resource units and inservice programs are concepts to be developed, behavioral objectives, learning activities, and educational resources. A self evaluation form for teachers and administrators is also included.

127. Olsen, Henry D. Changes in Academic Roles of Black and White Compensatory Education Students and its Effects on Self-Concept-of-Academic-Ability. 1972. 12p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 1972. ED 063 219. (MF-$0.65; HC-$3.29).

A relationship exists between an individuals' perception of his ability to learn and his academic achievement. This paper reports the findings of a study designed to identify the level of self-concept of academic ability of 121 students comprised of 108 blacks (64 males and 44 females) and 13 whites (7 males and 6 females), upon enrollment in and completion of a pre-college compensatory education program in New York State during 1968-1969. Enrollment in compensatory education constitutes one academic role, while completion constitutes another role. The Brookover Self-Concept-of-Academic-Ability Scale was administered to subjects upon entering and again upon completing the program. It was theorized that there would be a positive change in self-concept of academic ability of 1) each subject as a result of moving from one role to another; 2) black and white subjects from test 1 to test 2; and, 3) both male and female subjects from test 1 to test 2. It was concluded that changes in academic roles had a positive effect on the self-concept of academic ability of male and female black subjects; but only for white male subjects. The research indicates that compensatory education programs could positively affect self-concept improvement contributing to academic achievement.

128. Organizing for Change. Nation's Schools, 88(5): 57-61, November 1971.

Sensitivity Training, Group Relations, Educational Change, Organization, Group Behavior, Objectives; many school districts are using human relations training and organization development to help groups solve problems, set goals, and work toward achieving objectives.

129. Palomares, Geraldine Dunne. The Effects of Stereotyping on the Self-Concept of Mexican Americans. 1970. 35p. ED 056 806. (MF-$0.65; HC-$3.29).

Purposes of this literation review on the Mexican American child were to explore the self-concept; cultural marginality, emphasizing resulting conflict and other effects; the occurrence and effects of stereotyping; and the results of studies undertaken to measure self-concept. Findings included that (1) the manner in which a person is dealt with by "significant others," especially in the early years, is considered to have a great deal to do with that person establishing a satisfactory identity and a positive self-view; (2) Mexican American children have been found to experience ever-present conflicting demands and pressures to do and be at school something other than what they do and are in the subculture; (3) many educators are seen to hold stereotypic views of Mexican American children due to overgeneralization of the literature regarding specific Mexican American populations--this affects the children's performance, as is maintained in the "self-fulfilling prophecy" theory; and (4) due to inconclusiveness of research on the Mexican American child's self-concept, the broadly accepted idea that Mexican American children, as a group, have a negative self-concept is a stereotypic view. Discussion of the review concludes that educators, "by seeing all or most Mexicans as 'fatalistic,' 'unable to delay gratification,' 'lazy,' 'dependent,' 'having negative self-concepts,' etc., and then reflecting these beliefs to the children with whom they deal," are forcing the Mexican American child either to reject the majority culture or to deny what he is. The only recommendation is to research why the Anglo insists on cultural homogeneity.

130. Panos, Robert J. and Edgert, Penney L. Black Youth: Characteristics Related to Geographical Location. New York, N. Y., National Scholarship Service and Fund for Negro Students, February 1972. 54p. NSSFNS Research Reports, Volume 1, Number 2. ED 066 119. (MF-$0.65; HC-$3.29).

This document presents a report designed to cast light on the relationship between the structural characteristic of geography and student background characteristics, high school experiences and achievements, future aspirations and expectations, interests, and attitudes of black high school students. The data are presented primarily in tabular form with brief discussions accompanying the tables. Included in the tables are background characteristics such as sex of the students, region of origin, socio-economic measures, and family configuration. Tables are also presented regarding high school experience, educational and occupational plans, and attitudes about self, others, life goals, and the Federal government.

131. Paulson, F. Leon, And Others. "Sesame Street" Social Goals Project. A Handbook on the Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives. Monmouth, Oregon, State System of Higher Education, Teaching Research Division, December 9, 1970. 45p. ED 057 895. (MF-$0.65; HC-$3.29).

The information contained in this report is intended for the "Sesame Street" writers who are assigned the task of creating program material in the interpersonal area. This information will also be useful for evaluation of program materials aimed at interpersonal goals. First, a list of interpersonal strategies is presented; these are: cooperation, conflict resolution, and differing perspectives. Each strategy describes a class of activity that is common to the interpersonal behavior of young children. In Part II of this report, each strategy is presented in relation to its descriptive definition and its interpersonal function. In Part III, detailed information on each strategy is given. In addition, some details about the circumstances in which each strategy is likely to occur and the frequency with which the strategies were observed in the behavior of young children are indicated. The strategies, their descriptive definition, and the examples given are based on actual classroom observation. An appendix provides descriptions of classrooms visited during the study.

132. Payne, Bill F. and Dunn, Charleta J. An Analysis of the Change in Self Concept by Racial Descent. Journal of Negro Education, 41(2): 156-163, Spring 1972.

Self Concept, Racial Attitudes, Group Guidance, Test Results, Changing Attitudes; factors examined in this study indicate that group guidance experiences are important as agents of change in self concept, particularly in the way a person perceives how others see him.

133. Payne, James Irwin. Analysis of Teacher-Student Classroom Interaction in Amish and Non-Amish Schools. Social Problems, 19(1): 79-90, Summer 1971.

Student Teacher Relationship, Amish, Culture Conflict, Classroom Environment, Community Control.

134. Peck, Robert F. Coping Styles and Achievement: A Cross-National Study of School Children. Volume 2 of Seven Volumes. Austin, Texas, University of Texas, August 15, 1972. 1115p. ED 065 825. (MF-$0.65; HC-$36.19).

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This is the first of a series of final report volumes on the Project, Coping Styles and Achievement: A Cross-National Study of School Children. The study was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral componants of effective coping behavior. A diversified battery was developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, career values, and performance of the children in the various countries studied.

135. Pecoraro, Joseph. The Effect of a Series of Special Lessons on Indian History and Culture Upon the Attitudes of Indian and Non-Indian Students. Journal of Education, 154(3): 70-78, February 1972.

Behavioral Science Research, Racial Attitudes, Elementary School Students, American Indians, American Indian Culture.

136. Petroni, Frank A. Adolescent Liberalism--The Myth of a Generation Gap. Adolescence, 7(26): 221-232, Summer 1972.

Adolescents, Social Attitudes, Student Attitudes, Racial Attitudes, Stereotypes; in a study of high school students on the question of racial integration, it was found that the imputed difference in youths' attitudes and those they attributed to members of the adult community were often apparent rather than real.

137. Phillips, Beeman N. School Related Aspirations of Children With Different Socio-Cultural Backgrounds. Journal of Negro Education, 41(1): 48-52, Winter 1972.

Aspiration, Expectation, Disadvantaged Youth, Negro Students, Anxiety.

138. Powell, Evan R. and White, William F. Affect Structure and Achievement in a Select Sample of Rural Negro Children. Journal of Negro Education, 41(1): 53-56, Winter 1972.

Self Concept, Peer Relationship, Negro Students, Academic Achievement.

139. Provost, Richard. A Follow-Up Study of the Participants from the Multi-Cultural Teacher Training Institute. April 1971. 11p. Paper presented at the American Personnel and Guidance Association annual convention, Atlantic City, N. J., April 1971. ED 056 981. (MF-$0.65; HC-$3.29).

This study determined if there were any significant difference in attitudes toward self, towards others, and towards teaching between a group of new teachers who had been exposed to sensitivity training and a group who had not been exposed and also checked differences between pretest, posttest, and follow-up scores. The experimental group of 41 teachers and the control group of 50 were divided into the following groups: total, secondary, elementary, white, black, and Mexican-American. The four instruments used were the Teaching Evaluation Record, Minnesota Teacher Attitude Inventory, Personal Orientation Inventory, and the Philosophies of Human Nature-Scale. Findings showed that the experimental secondary group was significantly better than the control group. The total and elementary experimental group were significantly different from the control groups on the Personal Orientation Inventory for the factor inner-directed, existentiality, and capacity for intimate contact. The factors for inner-directed, synergy, acceptance of aggression, capacity for intimate contact, and self actualization were almost consistently significant. There appeared to be a hierarchy of attitudes with change occurring first in attitudes about self and then in attitudes towards teaching.

140. Rafky, David M. Are Blacks Who Teach Black Studies Different? College Student Journal, 6(2): 55-61, April-May 1972.

Negro Teachers, Negro History, African American Studies, Teaching Styles, Teacher Characteristics.

141. Ramirez, Manual, III. The Relationship of Acculturation to Educational Achievement and Psychological Adjustment in Chicano Children and Adolescents: A Review of the Literature. El Grito, 4(4): 21-28, Summer 1971.

Academic Achievement, Acculturation, Literature Reviews, Psychological Needs, Mexican Americans.

142. Ramirez, Manual, III. Value Conflicts Experienced by Mexican-American Students. [1968]. 11p. ED 059 929. (MF-$0.65; HC-$3.29).

(cont.)

The object of this study, conducted in a Northern California city school district, was to find evidence of cultural value conflicts experienced by Mexican American secondary school students of low socioeconomic background. Those students experiencing the most difficulty in adjusting to the school setting and thus most likely to be dropouts were interviewed, observed in class, and asked to tell stories about pictures depicting students, teachers, and parents interacting in a school setting. Stories told about these pictures revealed Mexican American value conflicts in terms of such factors as loyalty to family and ethnic group, female modesty, machismo, the role of education, and separation of sex roles. This paper contains discussions of 8 Mexican American values found to conflict most often with the value system of schools, along with an accompanying story for each as told by Mexican American students; also contained are 1-paragraph discussions of 4 measures that could be instituted to help alleviate value conflicts.

143. Redbird-Selam, Helen Marie and Selam, Leroy B. Cultural Conflict in the Classroom. Social Education, 36(5): 513-519, May 1972.

American Indians, Cultural Awareness, Teacher Education, Student Teaching.

144. Reed, Cheryl, And Others. The Relation of Sex Role Stereotypes to the Self-Concepts of Lower and Middle Class Elementary School Children. 1972. 18p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 3-7, 1972. ED 064 640. (MF-$0.65; HC-$3.29).

The primary purpose of this study was to identify how boys and girls differ in reported self-concept in lower class inner city schools. In addition, how teachers perceive the "typical" boys' self-concept scale was administered in group sessions to students in grades three through six from various inner city and middle class schools. Elementary and secondary teachers enrolled in graduate education courses were asked to mark the Piers-Harris items as "typical" elementary school boys (or girls) would mark it. In both samples (lower class and middle class) boys tended to view themselves as being less anxious than girls and girls reported they were better behaved than boys. Teachers' stereotypic self-concept scores did not differentiate boys and girls. However, teachers did identify some items which differentiated in the middle class sample. Teachers appeared to greatly underestimate the differences between boys and girls in both samples. In addition, although the lower class girls had significantly lower self-concept scores than boys, middle class girls and boys did not differ in reported self-concept.

145. Richmond, Burt O. A Classroom Model for the Education of Cultural Minority Pupils. Education, 92(3): 8-12. February-March 1972.

Culturally Disadvantaged, Disadvantaged Experience, Peer Groups, Models, Peer Group Learning Unit.

146. Rist, Ray C. On the Social and Cultural Milieu of an Urban Black School: An Ethnographic Case Study. April 1972. 25p. Paper presented to the Sociology of Education Panel of the Pacific Sociological Association Meeting, Portland, Oregon, April 1972. ED 066 523. (MF-$0.65; HC-$3.29).

To understand the phenomena of academic success or failure among black children in urban ghetto schools, one must look beyond the boundaries of the individual classrooms and examine the social and cultural milieu of the school itself. Both the milieu of the classroom and the milieu of the school appear to sustain one another in a pattern of reinforcement of the presently accepted values and modes of behavior. Thus, the factors which help to establish the atmosphere of the school affect that of the individual classroom as well. Thus, a cyclical effect occurs whereby the milieu of the school influences the learning experiences of the children, which in turn help to define the behavior and responses of the teachers and principal who have major responsibility for the general social themes present in the school. It is contended that such conditions as the negative expectations for the children, the utilization of violence on the children, the exchange of information among the teachers which allows the development of stereotypes as to performance and behavior, and the norms governing the use of classroom discipline are destructive of a humane and supportive learning milieu.

147. Roberts, Elsa. Teacher-Training for Cross-Cultural Communication. Cambridge, Mass., Language Research Foundation, January 1972. 16p. ED 060 732. (MF-$0.65; HC-$3.29).

A program, initiated during the Fall of 1970 by the Language Research Foundation, which develops a curriculum for training teachers in cross-cultural communication is described in this paper. The three-phase project focuses on: (1) research, (2) curriculum development, and (3) curriculum trial-evaluation. Proceedings of a conference held under the auspices of the Social Science Research Council on student-teacher communications are the central focus of this report.

148. Roper, Susan Stavert. The Effect of Race on Assertive Behavior in Small Groups. April 1972. 17p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 1972. ED 062 474. (MF-$0.65; HC-$3.29).

In order to understand the adjustment of blacks in an integrated situation, it is vital to study the response of the whites to the blacks in those situations. This study is an analysis of data collected in the summer of 1970. The area of inquiry is the subjective one of emotional climate, feelings of affect, evaluations, and socio-emotional behavior in an integrated setting. The study investigated the behavior and attitudes of black and white junior high school boys in small, "task-oriented" groups. The focus is on the assertive member in each group. The most assertive group member is defined as position number one on initiation and/or influence in his group. The investigation was to answer two broad questions: (1) Are there any differences between the way black and white subjects feel and behave toward assertive members who are black and toward assertive members who are white in these groups? and (2) Is the nature of assertive behavior different for black and white subjects? The practical importance of studying assertive behavior and responses to it lies in the necessity of school personnel to plan for possible differences in behavior in integrated classrooms. The data analyzed in the study was collected by Elizabeth Cohen in her Expectation Training II project. The major purpose of her study was to change the racial status in small, "task-oriented" groups composed of two white and two black junior high school boys.

149. Rosenfeld, Gerry. "Shut Those Thick Lips!" A Study of Slum School Failure. Case Studies in Education and Culture Series. 1971. 130p. ED 063 432. (Available from Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, N. Y. 10017; $3.00).

This is more than a case study of a single school; it is an analysis, normative in character but based upon fact, of the conditions of slum schooling in the United States. What it means to go to a slum school and to be a black child is made clear, as is why the achievement of minority children in school is low. As a participant-observer, the author was able to combine the behavioral and anecdotal record in Harlem School with a social scientific assessment of its import. The author shows how, as a teacher in the school he describes, he captured some of the energy produced out of frustration and in so doing demonstrated potentials for learning that are usually assumed to be absent among children of the poor, and given the conditions of both school and community, might very well be presumed to have been lost. An important conclusion drawn from this study is that the teacher focuses on the child as being different and disadvantaged rather than upon the interactional setting in which cultural transmission is taking place. The teachers and the children in this environment interact in a deadly cycle of self-sustaining

perceptions. Teachers see children as uneducable. Children see teachers as hostile, the school as forbidding, and the experience as limiting and destructive.

150. Ross, Colvin and Swick, Kelvin. Success in the Inner-City: A Three-Factor Analysis of the Impact of an Experimental Inner-City Training Program on Student Teachers. Journal of Negro Education, 41(1): 12-15, Winter 1972.

Teacher Education, Institutes (Training Programs), Urban Schools, Student Teachers.

151. Rubin, Dorothy. Social Schemata of Vocational and Industrial Teachers in Summer Institute for Culturally Deprived Youth. Journal of Industrial Teacher Education, 9(2): 53-58, Winter 1972.

Teacher Attitudes, Industrial Arts Teachers, Behavioral Science Research, Disadvantaged Youth; describes research showing that black and white teachers of disadvantaged students working together to find better ways to help disadvantaged youth, can help dispel the stereotype of distrust and fear among themselves, and help foster respect, liking, and understanding, which hopefully will be carried over to their students.

152. St. John, Nancy. Thirty-Six Teachers: Their Characteristics, and Outcomes for Black and White Pupils. American Educational Research Journal, 8(4): 635-648, November 1971.

Caucasian Students, Classroom Integration, Negro Students, Reading Achievement, Teacher Influence; observer's ratings of teachers of interracial grade 6 classrooms are related to their pupils' academic growth, self-concept, and interracial friendship behavior.

153. Salazar, John H. Self-Designation Patterns of a Traditional Ethnic Minority in a Modern Society--Conflict, Consensus, and Confusion in the Identity Crisis. August 27, 1972. 26p. Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972. ED 066 256. (MF-$0.65; HC-$3.29).

The process of self-identification by persons of Mexican and other Spanish

ancestry and its relationship to reference group theory is discussed. The study examines the relationship patterns between such independent variables as age, sex, years of formal education, birthplace, birthplace of parents, and language spoken in the home with various forms of self-identity concepts. Three types of reference groups were used: (1) positive reference groups (the individual's cultural group guides his behavior), (2) negative reference group (the individual opposes or rejects his cultural group), and (3) aspirational reference group (the group into which the individual desires to be accepted). The sample consisted of 228 families from predesignated residential dwellings, blocks, and census tracts having moderately large concentrations of families of Mexican or other Spanish extraction (only 150 interviews were completed). The sample consisted of 48% males and 52% females. The findings indicated that 54% preferred "Mexican American" for purposes of designation in official Census Bureau forms; 43% of females preferred Mexican American for self-designation purposes; Mexican/Mexicano was preferred by the less educated, while the more educated preferred Mexican American; and foreign born persons preferred Mexican/Mexicano or Mexican American while native Americans chose Mexican American or Chicano. The study concentrated on West Texas; it was decided that a major weakness of this study was the rather small sample size which did not consider the self-designation patterns of other regions and localities.

154. Scab, Fred. Adolescent Morality: A Comparison of White and Negro Concepts of Selves and Others. Contemporary Education, 43(5): 284-286, April 1972.

Adolescence, Moral Values, Values, Self Concept, Social Attitudes.

155. Schmidt, Gene L. Attitude Perceptions of Teachers and Students. Illinois School Research, 8(3): 39-45, Spring 1972.

Student Attitudes, Teacher Attitudes, Perception, High School Students, Questionnaires.

156. Schwarz, J. Conrad. Effects of Teacher Behavior Modification on Unresponsive Students. Final Report. November 1971. 61p. ED 063 051. (MF-$0.65; HC-$3.29).

This study was concerned with the classroom adjustment of the nursery school child and the role of the teacher as a facilitator of change in adjustment. The first objective was to increase the value of the teacher's social responses

of attention and approval in children who seemed to value these responses least, and the second objective was to assess whether an increase in the value of the teacher's social responses would produce increases in classroom adjustment. One member of each of 12 pairs of low attraction children was randomly assigned to the experimental condition, and the other was assigned to the control condition. The assistant teacher in each class served as the treatment agent who implemented a 19-session program of interaction with the child. The treatment program, derived from principles of desensitization and positive attitude conditioning, was designed to reduce aversion or dislike and increase attaction to or liking of the teacher. All nursery school children were pre- and post-tested on a 26-item rating scale of classroom adjustment. Significant increases were shown in social interaction and compatibility by the children nominated as shy/avoidant or unresponsive.

157. Sciara, Frank J. Perceptions of Negro Boys Regarding Color and Occupational Status. Child Study Journal, 1(4): 203-211, Summer 1971.

Grade 4, Negro Attitudes, Self Concept, Self Esteem, Ethnic Stereotypes; in a controlled study, 70 fourth grade Negro boys ascribed high status occupations to Negro men with light coloring and low status occupations to Negro men with dark coloring. Findings seem to indicate that the new sense of unity and emphasis upon black pride has had little effect upon these young subjects.

158. Sciara, Frank. A Study of Acceptance of Blackness Among Negro Children. Journal of Negro Education, 41(2): 151-155, Spring 1972.

Negro Students, Negro Youth, Self Concept, Self Esteem, Negro Attitudes.

159. Sedlacek, William E. and Brooks, Glenwood C., Jr. Differences in Racial Attitudes of White Males and Females. College Park, Maryland, University of Maryland, Cultural Study Center, 1972. 15p. ED 062 460. (MF-$0.65; HC-$3.29).

The attitudes of 1114 white university students toward blacks were compared by sex, using the Situational Attitude Scale (SAS). The SAS contains 10 personal or social situations where race might be a variable in reacting to the situations. For each situation, ten bipolar Semantic Differential scales were written. The SAS was administered anonymously to University of Maryland students in classrooms or attending freshman orientation programs. Students

were asked to indicate sex, class, and college of enrollment. Results of analyses of variance indicated that whites generally respond negatively to blacks in most situations except those removed from close personal contact. White females tend to react negatively to situations where potential fear of physical harm or sexual contact is involved, and particularly negatively to blacks in the rape situation. The positivity or negativity of the items was based on previously reported factor analyses and correlations. The results of this study strongly support the independence of the situations in regard to race and sex. The answer to the question "What are the attitudes of whites toward blacks?" seems to depend greatly on the context in which the question is asked and to some extent on the sex of the respondent.

160. Sedlacek, William E. and Brooks, Glenwood C., Jr. Race as an Experimenter Effect in Racial Attitude Measurement. College Park, Maryland, University of Maryland, Cultural Study Center, 1971. 14p. ED 065 525. (MF-$0.65; HC-$3.29).

Sedlacek and Brooks in measuring the attitudes of whites toward blacks with the Situational Attitude Scale (SAS) have used trained white administrators in all previous studies. The purpose of white administrators was to avoid calling attention to the racial variable being measured. However, the instrument is not the entire simulus presented to subjects (Ss). A number of studies have shown that the characteristics, including race, of the researcher can affect results. The purpose of this study was to determine the effects of race of the experimenter administering the SAS on obtained results. Results indicated that there were no measureable effects attributable to the race of the person administering the SAS. Ss responded very similarly to Ss in previous administrations, that is whites generally responded negatively to blacks in personal or social situations. Evidence from this and other studies seems to indicate that the contextual situations provided by the SAS are sufficiently difficult to ignore, so that the S does make a racial response. Also Ss tend not to be distracted by extraneous variable such as race of experimenter, or the particular term used to denote race on the SAS.

161. Sedlacek, William E. and Brooks, Glenwood C., Jr. Racial Attitudes, Authoritarianism, and Dogmatism Among University Students. College Student Journal, 6(1): 43-44, February 1972.

Dogmatism, Authoritarianism, Racial Attitudes, Student Attitudes, Student Characteristics; suggests that if an institution is committed to preparing people to live and work in the larger society, providing for positive intercultural experiences on campus would seem to be an appropriate and necessary function.

162. Sedlacek, William E. and Brooks, Glenwood C., Jr. Racial Attitudes of White University Freshmen. College Park, Maryland, University of Maryland, Cultural Study Center, 1971. 11p. ED 060 803. (MF-$0.65; HC-$3.29).

As our universities and colleges become increasingly multiracial, the attitudes of students of different races toward one another are becoming of primary importance. The purpose of this study is to assess the attitudes of white entering freshmen toward blacks at the University of Maryland. The Situational Attitude Scale (SAS) was administered to 470 white freshman attending summer orientation. The results clearly indicate that white incoming freshmen have generally negative attitudes toward blacks. Combined with results of earlier studies on upperclassmen at the University, there is a clear negative attitude toward blacks among all whites studied. The implications of these findings for University planning and policymaking are discussed. These include at least one required course in interracial and intercultural relations, seminars and race-related programs sponsored by academic and student affairs offices, as well as money for student and faculty initiated programs and race-related research programs. It is concluded that there is a great deal that can and should be done to minimize the potential for racial friction that exists on campus.

163. Sedlacek, William E., And Others. Black Student Attitudes Toward a Predominantly White University. College Park, Maryland, University of Maryland, Cultural Study Center, March 1971. 12p. ED 062 928. (MF-$0.65; HC-$3.29).

This document presents the results of an attitudinal study using 635 black students at the University of Maryland. Results indicate that blacks strongly feel that the University should provide a telephone crisis service, a drug counseling service, contraceptive and abortion information, Student Advisory Boards, and a legal counseling service. They also feel that the University should recruit more black students, that they do not have ample authority to participate in policymaking, and proper channels are not available to express complaints. In addition, black students feel that faculty advisors and teaching faculty care more about students than do administrators. Blacks attend the University because it is conveniently located or because it offers the type of program desired. Only 5% indicated the high school counselor as a factor in college choice. It is suggested that more black students on campus is a partial but necessary step toward making the campus a more comfortable place for blacks.

164. Shaw, Marvin E. Changes in Sociometric Choices Following Forced Integration of an Elementary School. Gainesville, Florida, University of Florida, [1971]. 21p. ED 055 306. (MF-$0.65; HC-$3.29).

It is generally agreed that increased acceptance may be expected when members of different groups interact on an equal status basis, in an atmosphere of goodwill toward men. This study was planned to examine the proposition that the effects of interracial association on tolerance and acceptance of other group members depends upon the circumstances under which the association occurs. Carried out in an elementary school that had experienced massive integration in the middle of the school year, the study was run in 2 parts: the first concerned sociometric choices of pupils and the second concerned interactions of black and white pupils in the classrooms. Both sociometric and interaction data revealed a strong tendency for members of each group to prefer to associate with other members of their own race. Furthermore, this tendency was not improved by a year of association in a school situation that appeared to have ideal conditions for fostering interracial acceptance. Yet, although equal status association may not eliminate the cleavage between races, it may eliminate much of the hostility that has been fostered by unequal status non-association.

165. Shinn, Ronald. Cultural Conflict in the Classroom: Emphasis on Teachers as Classroom Communicators. Contemporary Education, 43(1): 21-25, October 1971.

Culture Conflict, Teacher Attitudes, Social Values, Classroom Communication.

166. Shoudel, Pearl W. A Descriptive Research Study of Cooperating Teachers and Student Teachers in Biracial Situations. Final Report. Little Rock, Arkansas, Philander Smith College, January 1972. 21p. ED 059 980. (MF-$0.65; HC-$3.29).

This study was designed to determine if the attitudes of cooperating teachers toward another race are changed by their experiences with student teachers of the opposite race. Two rating scales were devised to measure the attitudinal responses of cooperating teachers to items of bias. A control group of 33 black teachers and 32 white teachers who had not worked in biracial situations were tested. The experimental group of 42 white teachers and 41 black teachers, who had been assigned student teachers of the other race, were tested before and after the student teaching program. The most dramatic differences occurred between the control and experimental groups rather than among the experimental groups. Accounting for the lack of change among the latter are the previous experiences of experimental group teachers

with students of the opposite race and their voluntary acceptance of the student teacher. However, Caucasian and Negro teachers in the experimental group changed their attitudes about the characteristics of children of the other race in a number of areas. In addition, differences in attitudes between Negro and Caucasian teachers were noteworthy in the following areas: acceptance of the minority teacher by the faculty, ease of communication with the other race, professionalism in relationship to all faculty members and administrators regardless of race, and equality between the races in inherent intelligence and children's behavior patterns.

167. Siggers, Kathleen. [The Effect of Desegregation on the Minority Child.] Riverside, California, Western Regional School Desegregation Projects, 1971. 13p. ED 064 419. (MF-$0.65; HC-$3.29).

Measurements of self worth show that children in segregated schools, both white and black, have unrealistically high aspirations. Mexican-Americans measure lower than other major ethnic groups in feelings of self worth. There is evidence from social investigations, however, that segregation produces feelings of "imposed inferiority" among minority group children. If integra- is seen as an opportunity to build a pluralistic society representative of all cultural groups that come together, there is no question that ethnic identity and self worth will be better served after desegregation occurs. The experiences of school districts that have achieved racial balance show that the first step toward equal educational opportunity is total desegregation, not only racial and ethnic but also socioeconomic. Minority children must be taught the basic skills needed to become educated: integration must begin at the beginning. There is no question that minority children can benefit when racial isolation is eliminated. The concern is how to make it occur.

168. Smith, Calvert H. Teaching in the Inner City: Six Prerequisites to Success. Teachers College Record, 73(4): 559-566, May 1972.

Urban Education, Metropolitan Areas, Teacher Role, Urban Teaching, Teacher Education, Inner City; discusses the importance of teacher attitudes and cultural orientation in successfully teaching in an inner city community.

169. Smith, Janet D., And Others. The Preschooler: Socioeconomic Status, Race, and Incidental Learning. East Lansing, Michigan, Michigan State University, Center for Urban Affairs, March 1972. 16p. ED 065 203. (MF-$0.65; HC-$3.29).

(cont.)

This study investigated incidental learning in middle and lower class black and white preschool children. The study questioned whether (a) preschool children acquire learning incidentally; (b) there was a difference in the quantity of such learning between black and white children; (c) differences in learning were influenced by socioeconomic status; and (d) differences were as evident for familiar as compared with unfamiliar stimulus materials. The experiment used a measure of incidental learning obtained by exposing subjects to a room containing selected items but giving them no instructions to attend to the objects. A comparison group was also placed in the same room but instructed to attend to the objects. The second dimension of familiarity was added by including items in the room which were known to the children as well as objects likely to be unfamiliar. Following a fixed exposure of three minutes, each child was given a free recall and recognition test. The findings verify the presence of incidental learning in preschool children. Black youngsters did substantially better than their white counterparts on the recall of familiar objects. White preschool children did substantially better than their black counterparts on the recognition of unfamiliar objects in the incidental learning condition.

170. Smith, Robert M. The Administration of Human Relations and Sensitivity Training. Adult Leadership, 20(5): 170-172, 198-200, November 1971.

Sensitivity Training, Student Characteristics, Teacher Characteristics.

171. Soar, Robert S. A Measure of Teacher Classroom Management. Gainesville, Florida, University of Florida, Institute for Development of Human Resources, September 1971. 9p. Paper presented at the American Psychological Association annual convention, Washington, D. C., September 3-7, 1971. ED 057 890. (MF-$0.65; HC-$3.29).

This document report on an observation instrument and data obtained over 2 years as part of the national evaluation of project Follow Through. Data were collected from 70 kindergarten and first grade classrooms involving 7 different experimental programs and including 2 comparison (control) classrooms. The primary instrument used to measure teacher classroom management was organized around the concepts of the teacher's methods of control, the pupils' responses to these methods, and the emotional climate as represented by the expression of affect. Another instrument was used by observers to record teaching activities in terms of their agreement with practices espoused by Dewey. Data were submitted to factor analysis. Findings suggest that the teacher who feels pressure to give pupils greater freedom may minimize both structure and

control by reacting to her own discomfort in ways that do not support pupil growth. It appears that greater degrees of direction and structure are associated with greater amounts of growth in the simple cognitive objective, but greater amounts of freedom and pupil self-direction are associated with more complex abstract kinds of growth. With these disadvantaged children, negative affect seems to have little impact, while positive affect is related to cognitive growth.

172. Soares, Louise M. and Soares, Anthony T. A Study of Interpersonal Perceptions of Disadvantaged Children. September 1971. 9p. Paper presented at the American Psychological Association annual convention, Washington, D. C., September 1971. ED 055 125. (MF-$0.65; HC-$3.29).

An investigation was made into the various dimensions of disadvantaged children's self-perceptions in comparison to the interpersonal perceptions of them held by the significant adults in their environment--teachers and parents--both before and after a special summer program developed especially for the improvement of academic skills of the disadvantaged. The assumption was that, if the children were enabled to succeed in the other areas of the program--particularly in reading and arithmetic--they might also begin to hold a more positive attitude toward themselves, and the others' view of them might also improve accordingly. There were 63 children enrolled in a suburban community's Summer ESEA Project for its own disadvantaged. The program was carried on for six weeks in grades one to six, with provision made for reading and arithmetic remediation, nature study, arts and crafts, physical education, and personnel health care. The instrument utilized for measuring self-perceptions, the Self-Perception Inventory, measures Self-Concept, Ideal Concept, Reflected Self-Classmates, Reflected Self-Teachers, and Reflected Self-Parents.

173. Solkoff, Norman. Race of Experimenter as a Variable in Research With Children. Developmental Psychology, 7(1): 70-75, July 1972.

Examiners, Racial Attitudes, Elementary School Students, Racial Factors, Performance Factors; white examiners do not depress IQ scores of black children.

174. Sparks, Richard K. Coping With Culture Shock. Instructor, 81(4): 71-72, December 1971.

Culture Shock, Psychological Needs, School Responsibility.

175. Sperry, Len T. Changing Teacher Attitudes Toward Human Relations Problems in Integrated Schools. April 1972. 4p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 1972. ED 061 173. (MF-$0.65; HC-$3.29).

This paper attempts to aid students in communicating and understanding some of their perceptions on human relations with students and teachers of other races and groups and to help teachers understand and show concern for the human relations needs of the students. The method used was an objective and quantified survey feedback. Data were collected from elementary school students and teachers by taped discussions and rating instruments. Portions of this data were presented to teachers for consideration and discussion. Teachers, with the help of a consultant, analyzed the process of interaction among students and between teacher and student. Student feedback data were collected by audio-taping student-led discussions. The six sessions dealt with issues including prejudice, equality, stereotyping, myths, and the generation gap. Evaluation summaries of the teacher confirmed the statistical analysis that changes in a teacher's perception and attitude toward students had occurred. Further outcomes which could be expected were a) increased liking among the parties who interact, b) increased pressure for clarifying one's position on relevant issues, and c) increased pressure to implement the new planned changes.

176. Spokek, Bernard, And Others. The Development of a Black Curriculum for Young Children. Final Report. Urbana, Illinois, University of Illinois, Department of Education, August 1971. 16p. ED 063 031. (MF-$0.65; HC-$3.29).

A two-year project established to develop a kindergarten-primary curriculum to help all children become aware of significant aspects of Black culture and learn to confront the problems they will face living in an integrated society is presented. The program was designed in four phases. Phase I concerned itself mainly with collecting resources and background data for the black curriculum. Phase II concentrated on developing a series of teaching units in Black Studies for use with young children. Phase III included the final organization and field testing of the resource units. During Phase IV revisions were made in the teaching units as a result of the information gathered during the field testing and the final report was written. Instructional materials included The Continent of Africa, Language Experiences - Black Media, the Aesthetic Curricula and Black Arts, and Music. There were five workshops. In the final workshop, the teachers discussed with the researcher the relevance and effect of the entire curriculum. Findings include: (1) Racial attitudes improved; (2) Improvement in racial attitudes was greater for girls than boys; (3) Pupils

in the study made less stereotyped choices in their role identification of Black Americans; and (4) The pupils in the program showed an increase in their knowledge of Black Americans. It is concluded that Black Studies are effective in increasing the self concepts of Black children and in improving academic readiness.

177. Stabler, John R., And Others. The Measurement of Children's Self-Concept as Related to Racial Membership. Child Development, 42(6): 2094-2097, December 1971.

Psychological Studies, Preschool Children, Racial Attitudes, Self Concept, Childhood Attitudes; attitudes toward the colors black and white may influence the way black and white children view each other and themselves.

178. Starr, James B., And Others. Black-White Differences in Psychosocial Maturity. Baltimore, Maryland, Johns Hopkins University, Center for the Study of Social Orgnization of Schools, March 1972. 66p. ED 062 503. (MF-$0.65; HC-$3.29).

The present investigation reviews the racial comparison literature in order to make specific predictions about racial differences on the psychosocial maturity scale developed by Greenberger, Campbell, Sorensen, and O'Connor (1971). On the basis of this review, it was predicted that blacks would score lower than whites on the scale, and that this difference would primarily affect the self-acceptance and independence subscales. It was also anticipated that similar but lesser differences might be found on the identity and acceptance-of-change subscales. Results of the analyses indicate a clear small-to-moderate race effect with blacks scoring lower than whites. The sex effect is more ambiguous. Girls score higher than boys but the effect is negligible. A large effect due to Grade Level emerged, as expected. The multivariate analyses indicate significant but small main effects for sex and race. The findings are primarily due to differences in the Independence subscale, such that girls score higher than boys and whites higher than blacks. The failure to obtain other hypothesized race differences may have been due either to the inadequacy of the subscales at their present stage of development, or to the incorrectness of the hypotheses themselves.

179. Steward, Margaret S. The Observation of Parents as Teachers of Preschool Children as a Function of Social Class, Ethnicity, and Cultural Distance Between Parent and Child. Final Report. Davis, California, University of California, Department of Psychiatry, September 1971. 41p. ED 057 925. (MF-$0.65; HC-$3.29).

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This project was designed to study the process of parents teaching preschool age children using a direct observational method. Six mothers and their own three-year-old sons from seven ethnic groups participated: middle-class Anglo, lower-class Anglo, English-speaking Mexican-American, bilingual Mexican-American; Spanish-Speaking Mexican-American, English-Speaking Chinese-American, Chinese-speaking Chinese-American. In addition, four groups of the mothers taught a second child from their ethnic and social class background, and a third child from an ethnic and social class different from their own. Each mother taught a cognitive sorting game and a motor skill game to each of the children assigned to her. Data were organized in terms of "own child" data and analyzed by means of a one-way analysis of variance, and predicted trends; the "social distance" data were analyzed in a 3 x 2 x 2 mixed factorial design. The data were coded using a Parent Interaction Code which allowed analysis of the teaching interaction in terms of programmatic variables: total time, input and pacing; and teaching loop variables; alert, format, child response, and feedback. The single best predictor of maternal teaching, or child response, was ethnicity with some replication of earlier social-class differences. The results tend to support stable constellations of behaviors within ethnic groups of a subtle nature. Further research is recommended.

180. Suyin, Han. Race Relations in the Third World. Race, 13(1): 1-20, July 1971.

Race Relations, Racism, Racial Discrimination, Developing Nations, Racial Integration

181. Terry, Roger L. and Evans, Jane E. Class Versus Race Discrimination Attributed to Self and Others. Journal of Psychology, 80: 183-187, March 1972.

Discriminatory Attitudes (Social), Racial Discrimination, Socioeconomic Status, Discrimination Learning, Social Science Research.

182. Thornburg, Hershel D. An Investigation of Attitudes Among Potential Dropouts From Minority Groups During Their Freshmen Year in High School. Final Report. Tucson, Arizona, University of Arizona, September 1971. 40p. ED 056 792. (MF-$0.65; HC-$3.29).

Because of high dropout rates and high minority concentrations within the Casa Grande, Arizona, Union High School District, a new program assigned to hold

students in school and to shift their attitudes toward school and self was incepted during the 1968-69 academic year. The program focused on giving special consideration to core courses, English and math, in a team-teaching situation. The 43 ninth-graders selected to participate in the program represented their ethnic groups as follows: (a) Anglo, 30.6%; (b) Mexican American, 39.4%; (c) American Indian, 18.1%; and (d) Black, 11.9%. In respect to the first objective, 6.9% of these students dropped out of school compared to 18% of the vocationally placed students and 8.1% of the regular classroom students; absenteeism rate for the special academic group was 4.5%, compared with 9.5% among the vocational students and 4% among the regular academic students. On an "attitudes toward school" scale on a pre-test basis, the special academic students had a mean of 76.3, compared to 75.9 for vocational students and 78.2 for regular classroom students. When given an alternate-form "attitudes toward school" scale as a post-test, the special students' mean was 77.4, compared to 74.3 for vocational students and 75.1 for regular classroom students. Covariance analysis indicates that the produced change in attitudes toward school was significant beyond the .01 level. The obtained F, with degrees of freedom 2 and 281, was 5.0. This indicates that differential change in attitudes did occur.

183. Troup, Alice. Applications of Anthropology in Urban Schools. 1972. 7p. ED 066 413. (MF-$0.65; HC-$3.29).

Anthropology can make two major and complementary contributions to the process of education: 1) provide basic concepts and methods which are uniquely able to help public school students understand the specialized, abstract, complex nature of their urban environment; and 2) apply concepts and methods through research in schools to identify and describe patterns of cultural transmission, social structure, institutional change, subcultural conflict. In an anthropology course, urban high school students are introduced to the definition of culture, an examination of culture integration and of anthropological objectivity (no superior or inferior cultures, only different cultures); concepts which assist them in comprehending to some degree the structure, the complexity, and the mechanics of their own culture. A second major goal of the high school anthropology curriculum is the development of academic skills (inquiry, critical, analytical) as they pertain to anthropology. Public school teachers, and social studies teachers in particular, all exposed to students with different subcultural backgrounds, need an awareness of anthropological concepts. Anthropologists can contribute significantly to teacher education and to the development of classroom materials, assuring assistance to teachers and students alike.

184. Useem, Elizabeth. Correlates of Racial Attitudes Among White High School Students. 1972. 17p. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois, April 3-7, 1972. ED 061 534. (MF-$0.65; HC-$3.29).

White tenth graders in eight tokenly desegregated suburban high schools comprised the sample. A number of hypotheses were tested, all of which examine aspects of the relationship between racial attitudes and three sets of independent variables; (1) the ascribed roles and statuses which white students bring with them into the school setting; (2) the statuses he achieves within that context; and (3) the totality of his inter-racial experiences. The single major dependent variable was the students' attitudes toward a busing program which transported black students to their schools. Results show: (1) that white students who experienced equal status contact with blacks prior to the busing program and those who associated with the bused students in school activities were more likely to have positive feelings about the busing program; and (2) contact with bused students in the classroom was not related to tolerant attitudes. In general, the evidence supports the contention that the negative effects of status factors are stronger than the positive effects of cross-racial association.

185. Verma, Gajendra K. and MacDonald, Barry. Teaching Race in Schools: Some Effects on the Attitudinal and Sociometric Patterns of Adolescents. Race, 13(2): 187-202, October 1971.

Classroom Integration, Racism, Race, Racial Attitudes, England.

186. Wasserman, Susan A. Values of Mexican-American, Negro, and Anglo Blue-Collar and White-Collar Children. Child Development, 42(5): 1624-1628, November 1971.

Anglo Americans, Mexican Americans, Negroes, Humanism, Social Values, Socialization; investigates relationships between 4-year-olds' expressed humanitarian and success value preferences and their ethnicity, socioeconomic status, and sex.

187. Weinberg, Meyer. White Children in the Desegregation Process. Riverside, California, University of California, Western Regional School Desegregation Projects, November 1971. 3p. ED 058 641. (MF-$0.65; HC-$3.29).

This report discusses some undesirable impacts that segregated education may

have on white children and reviews literature that discusses beneficial effects experienced by white children in integrated schools. The advantages gained by the white children of desegregated schools are discussed under the headings of academic achievement, interracial relations, quality of interaction, and intellectual horizons. The report concludes that ample evidence exists from research and classroom experiences that desegregation can be helpful to children of all races.

188. Weisgerber, Robert A.; Coles, Gary J. Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Final Report. December 31, 1971. 117p. ED 061 726. (MF-$0.65; HC-$6.58).

An exploratory study attempted 1) to identify elements of an existing film, "Frederick Douglass," which might affect self-image; 2) to incorporate such elements during the production of two new films, "John Mercer Langston," directed towards children, and "When Children Search for Themselves," directed towards teachers, and 3) to evaluate the effectiveness of these new films, combined with class discussion, for white, black and Mexican-American ethnic groups. After the first two purposes were achieved, the "Langston" film was shown to a sample of sixth graders and the "When Children" film to their teachers. Analysis of the effects of these films showed that self-images of the various ethnic groups were modified, but not in any consistent way across instruments. The conclusion was that the new films may bring about realistic self-appraisal, but additional educational materials to develop self-enhancing behaviors are also required.

189. Weisman, Seymour S., And Others. Chinese College Students Perceive Their Cultural Identity. Education, 92(4): 116-117, April-May 1972.

Chinese Americans, College Students, Social Values, Cultural Awareness, Student Attitudes; a survey of Chinese students at City College, New York elicited responses from approximately equal numbers of Asian born and American born Chinese students.

190. Wiles, David K. Racial Attitudes of Inner-City Teachers. Urban Education, 6(2/3): 273-278, July/October 1971.

Racial Attitudes, Racial Balance, Racial Discrimination, Teacher Attitudes, Urban Schools.

191. Williams, John E. and Rousseau, Cynthia A. Evaluation and Identification Response of Negro Preschoolers to the Colors Black and White. Perceptual and Motor Skills, 33(2): 587-599, October 1971.

Identification (Psychological), Color, Associative Learning, Negro Youth, Response Mode.

192. Williams, John E. Preschool Racial Attitude Measure II (PRAM II): General Information and Manual of Direction. Winston Salem, N. C., Wake Forest University, Department of Psychology, 1971. 22p. ED 055 660. (MF-$0.65; HC-$3.29).

The Preschool Racial Attitude Measure (PRAM) has been developed to provide a method for assessing the attitudes of pre-literature children toward Caucasian and Black persons. This manual provides information concerning the administration and scoring of the revised procedure--PRAM II. The revision entailed doubling the length, improving the artistic quality of the pictures, and adding a measure of racial identification while maintaining a supplementary sex-role score. The manual includes instructions for general administration conditions, testing procedures, scoring procedures, and interpretation of the scores. Appendixes comprise half the document and include a bibliography, references on related color meaning studies, a copy of PRAM II, and tables summarizing the results of a study in progress to standardize PRAM II.

193. Williams, John R. Preschool Racial Attitude Measure II (PRAM II): Technical Report Number 1. 1970-71 Standardization Study. Winston Salem, N. C., Wake Forest University, Department of Psychology, 1971. 56p. ED 056 772. (MF-$0.65; HC-$3.29).

This report provides detailed technical information concerning the Preschool Racial Attitude Measure II (PRAM II) a method for assessing the attitudes of pre-literate children toward light- and dark-skinned individuals. Several major changes were involved in the PRAM II revision: (1) the length was doubled, (2) the general artistic quality of the stimulus materials was improved and differential hair color of the figures was removed, and (3) the revised measure can be used to test both sex-role and racial identification. Information provided in the report includes a brief summary and bibliography of studies done using the PRAM I procedure; a description of the PRAM II test materials; descriptions of the subject groups and procedures employed in the 1970-71 standardization study; a summary of the findings of this study; and some general comments on the current status of the PRAM II procedure. Appendixes included.

194. Yawkey, Thomas D. Attitudes Toward Black Americans Held by Rural and Urban White Early Childhood Subjects Based Upon Multi-Ethnic Social Studies Materials. July 1970. 17p. ED 066 370. (MF-$0.65; HC-$3.29).

This study measures the attitudinal change of elementary white students toward Black Americans after reading and participating in teacher directed discussion of social studies multi-ethnic literary materials. In addition to developing the teacher directed reading and discussion approach, the research sought to determine if attitudinal change would occur in both urban and rural schools. One hundred and four whites ages 7 to 7-1/2 served as subjects; half of whom were from urban and half from rural schools. Both schools contained experimental and control groups, the experimental one reading texts with equal emphasis on urban and rural settings and participating in classroom discussion about Black feelings, situations, and contributions. "An Attitudinal Questionnaire Concerning Black Americans", the instrument used in the pre-test and post-test, measured the white children's attitudinal change toward the Negro. The basic conclusion drawn from the experiment is that reading and discussion of multi-ethnic social studies materials can influence attitudes toward Black Americans significantly in white urban children, and favorably in rural children, suggesting that racial harmony can be fostered in a classroom.

195. Zimmerman, Barry J. and Rosenthal, Ted L. Observation, Repetition, and Ethnic Background in Concept Attainment and Generalization. Child Development, 43(2): 605-613, June 1972.

Concept Formation, Cross Cultural Studies, Socioeconomic Status, Models, Generalization; attaining and generalizing a new concept were studied in Mexican-American and Anglo-American fifth graders. Both modeling and repetition improved performance.